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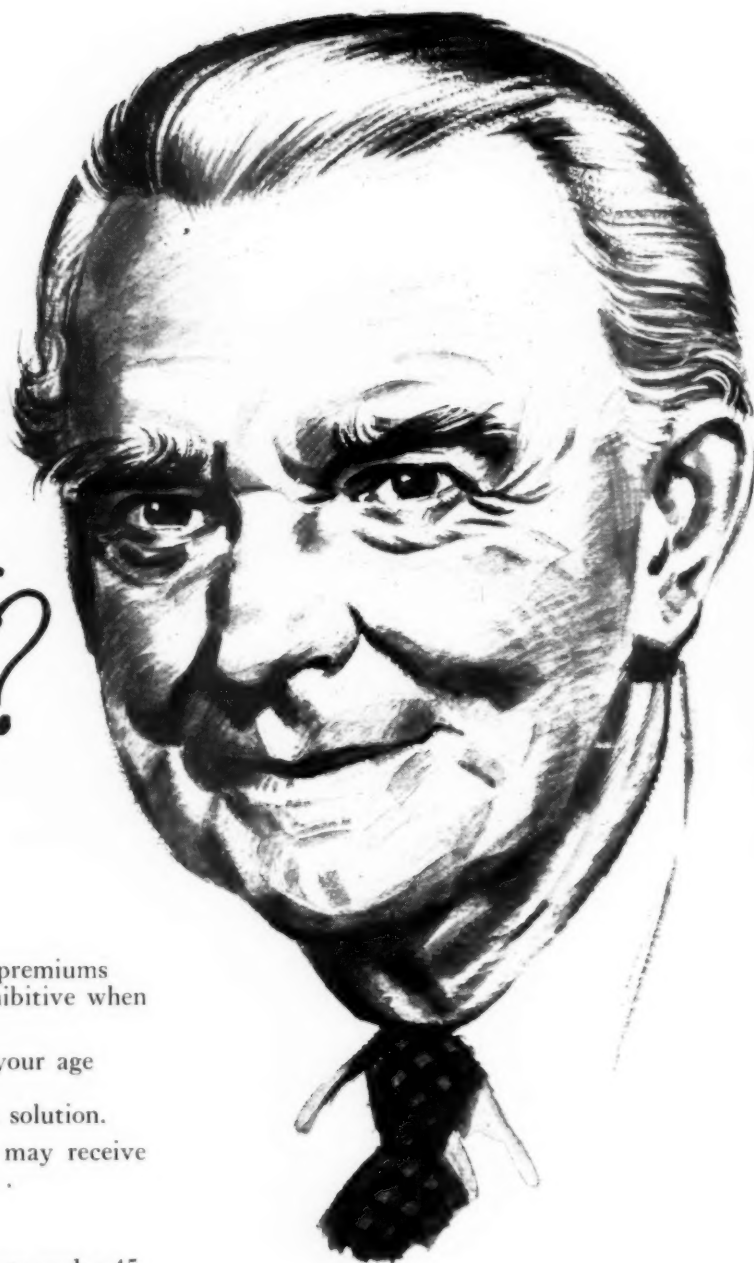
MARCH 1953

School and Community

An Arithmetic Play
No Teacher Shortage Then
Legislative Developments



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Middle-aged people usually pay expensive premiums for life insurance. Often such premiums are prohibitive when the need is great.

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fascinating summer assignment *pays you* **GUARANTEED INCOME!**

The most rewarding summer you ever spent can be yours—with a minimum income absolutely guaranteed! As a representative of the World Book Encyclopedia, you could work right in your own community and nearby. And the beauty of it is that your teaching experience especially qualifies you to succeed gloriously! In fact, many teachers earn as much as \$100 a week or more—all summer long!

You'd be proud to represent the World Book Encyclopedia. Your position is one of prestige and you can feel that you are indeed rendering a valuable service to the homes of your community. This extremely pleasant

and profitable work has proved so satisfying to many teachers that they have arranged to keep on with it part-time during the school year.

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Think what it would mean to end up the summer with \$1,000 or more extra income—money for a special vacation, new clothes or extra luxuries you've dreamed of! Mail the coupon below and find out more details!

FIELD ENTERPRISES, INC., EDUCATIONAL DIVISION

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and
MAIL
TODAY!**

This summer's training classes are being planned right now. Applicants will be considered in the order received, until our teacher quota is filled. Don't miss out!

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Please send me details of World Book's Teacher Plan, showing how I can earn \$1,000 or more this summer.

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Address.....

City..... Zone..... State.....



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Classroom teachers and curriculum specialists have worked together to develop a practical teacher's booklet, planned for integration with units of study common to grades 1-12.

32-page teacher's guide, shown above, contains 70 illustrations and 230 activities to aid in teaching good citizenship. Classroom wall charts, illustrated at right, are 23 inches by 36 inches and are reproduced in full color.

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Please send me "Schools Build Citizens Today" with accompanying charts.

Name _____

School _____

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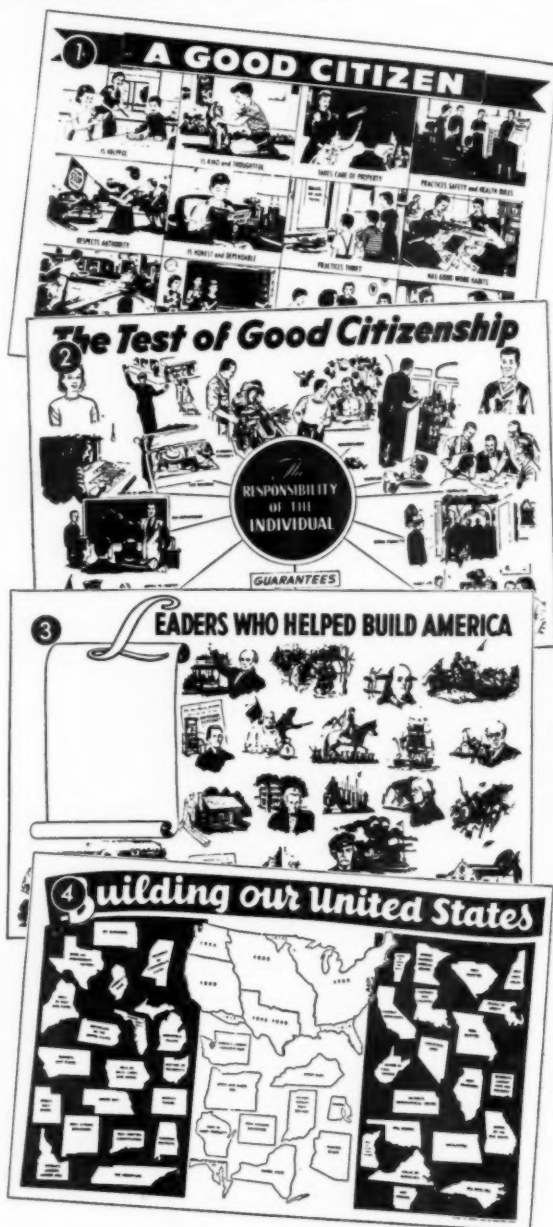
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in citizenship

Available...

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INKS FRANKLIN, EDITOR • EVERETT KEITH, EXECUTIVE SEC'Y • VOL. XXXIX, NO. 7



THE COVER

Gathering maple sugar water is not a big industry in this state, but is practiced in many communities. Probably the largest commercial enterprise of its kind is near Yount, Mo., where this photograph was made. Approximately 50 gallons of sugar water makes 1 gallon of maple syrup.

—Photo: Massie, Mo., Resources Div.

Send all Contributions to the Editor

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The teachers who made a movie

*The story of four workshops in nutrition and health education
conducted by Stanford University and assisted by General Mills*



"Lights!" called out the Physical Education instructor, "Camera!" Peggy, the 6th grade teacher, switched on the spotlights; two graduate students operated the camera, while the script girl—a school nurse—timed the action.

Smoothly, the "stars"—educators all—went through the scene, displaying and discussing materials for the in-service training of teachers for elementary school nutrition-education programs.

For this most unusual movie was part of the 1950 Stanford University summer workshop on health and nutrition education. Its cast and technicians were the staff and students; its plot was the day-by-day development of the workshop program.

And more than its content was unusual. This movie was written, made and edited in eight days of the two-week workshop, and shown on the final day, complete with sound track music and commentary. Thanks to the persuasiveness and ingenuity of the "company" in borrowing and building much necessary equipment, it cost a total of \$70.80!

AN EFFECTIVE TECHNIQUE FOR LEARNING

As a device for stimulating learning, the movie proved most successful. The 27 workshop students who produced it had to observe, intensively and critically, all the workshop activities. The final showing served as a visual review of the program for all the 102 workshop registrants.

And the result was an authentic documentary, recording the organization and methods of a nutrition-education workshop—most useful in stimulating nutrition and health education among other teaching and administrative groups.

FOUR STANFORD WORKSHOPS

The movie was a feature of one of four workshops on health and nutrition education conducted by Stanford University from 1948 through 1951. Dr. Oliver Byrd, Professor of Education and Director of the Department of Hygiene, planned and directed them all. Financing, in the form of scholarships, was provided by General Mills, which also supplied prepared classroom materials and other teaching aids.

These projects were incorporated into the Stanford curriculum as regular courses and provided credits for the graduate students and practicing educators who matriculated.

TO ENCOURAGE NUTRITION EDUCATION IN SCHOOLS

"Both the University and General Mills," says Dr. Byrd, "were eager to stimulate health and nutrition education throughout the public school systems of California and the West. It was determined that the University could play an effective part through teacher-education projects designed to interest administrators as well as classroom teachers.

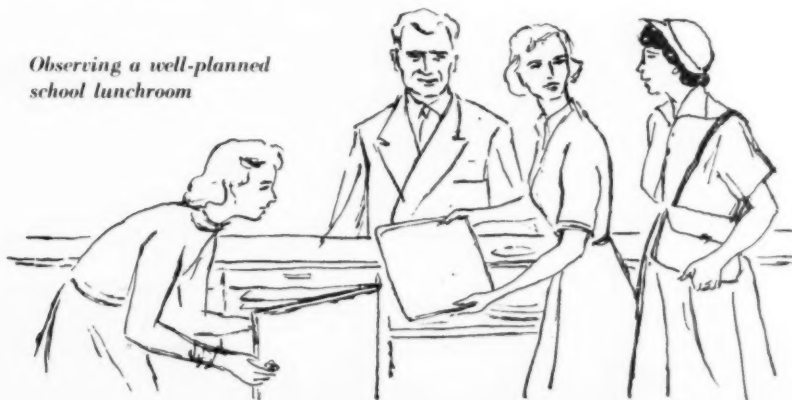
"The general purpose agreed on for our four workshops was to educate and assist school personnel in the development of school nutrition education programs as a part of broad school and community health programs.

"Emphasis from the first," explains Dr. Byrd, "was on a real sharing of learning experiences and accomplishments. The program of study was generally selected by the students. The group method of study was stressed and proved most fruitful."

WIDE RANGE OF COURSE CONTENT

The workshop that made the movie dealt particularly with the problems of incorporating nutrition education into the school curriculum. It covered such matters as motivating pupils toward better eating habits (they held a special "tasting

*Observing a well-planned
school lunchroom*





party," for example), making the school lunch an educational experience, and understanding the emotional aspects of nutrition among children.

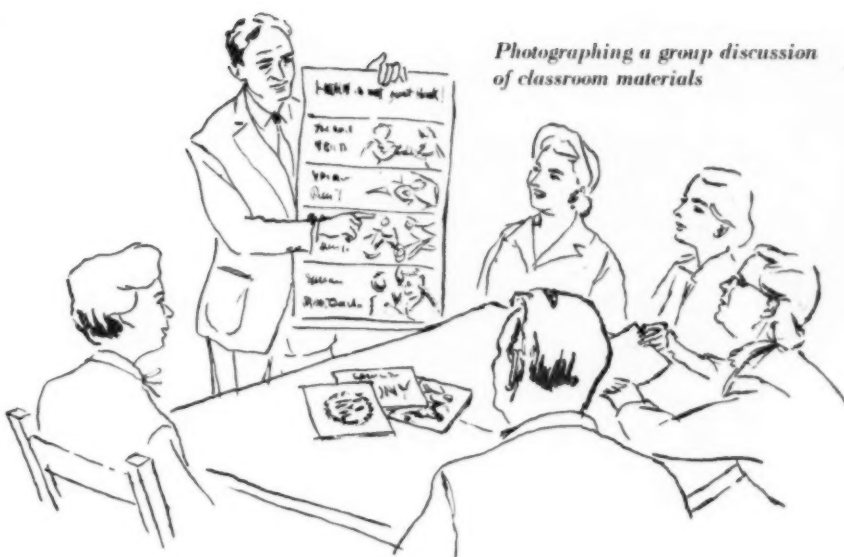
The first workshop, in 1948, set the pattern for the others. Here, the educators tried and evaluated the group method of working and found it successful. The workshop allowed exchange of experience and thinking and group attacks on problems, yet did not limit the advantages of guest speakers bringing word of new materials and methods, new nutrition research.

This workshop emphasized practical nutrition education in the elementary school. Its members acquired a broad knowledge of new teaching techniques and materials and concrete plans for programs in their own schools.

WORKSHOP FOR ADMINISTRATORS

The 1949 course included a large proportion of school administrators and was devoted primarily to the administrative problems of school health and nutrition programs. Subject matter ranged from instruction in health and nutrition to safety and environmental sanitation.

Realizing that the primary impetus for this type of educational activity must come from the administrator and convinced that such workshops provide the necessary background, the group strongly recommended further workshops of this type.



Photographing a group discussion of classroom materials

THE INFLUENCE BROADENS

The value of the workshops was so well documented by the first three that preparations for the fourth led to an even greater emphasis on group participation. Under the guidance of Dr. Byrd, graduate education students attending the University planned the 1951 course, thus becoming familiar with the mechanics as well as the educational content.

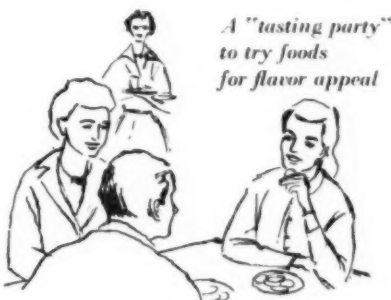
In 1951, emphasis was placed on methods and materials for nutrition education in the schools. The groups studied evaluation and uses of available teaching materials, teacher and class preparation of other materials,

lunchroom techniques (through observation at a nearby school), and participation techniques such as games, exhibits and sociodramas.

WORKSHOP INFORMATION OFFERED

The need and opportunities for nutrition and health education in schools are widely recognized today. There were more applicants for the Stanford workshops than could be accepted. Those who took the course are finding opportunities for concrete applications all over the West.

Are you interested in attending a health and nutrition workshop? Have you considered an in-service teacher-training program in health and nutrition education for your school? Much information is available without charge . . . just mail the coupon below, filling in the pertinent facts.



A "tasting party" to try foods for flavor appeal

GENERAL MILLS Educational Services

EDUCATIONAL SERVICES, GENERAL MILLS, MINNEAPOLIS 1, MINN.

I want to know more about nutrition and health education—especially teacher training. Please send me:

- ☐ a list of nutrition and health workshops I might attend in 1953
- ☐ information on how to plan and carry on a nutrition and health workshop for administrators and teachers
- ☐ information on how to establish and carry on an in-service teacher-training program in nutrition and health

(NOTE: STANFORD FILM NO LONGER AVAILABLE)

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School _____

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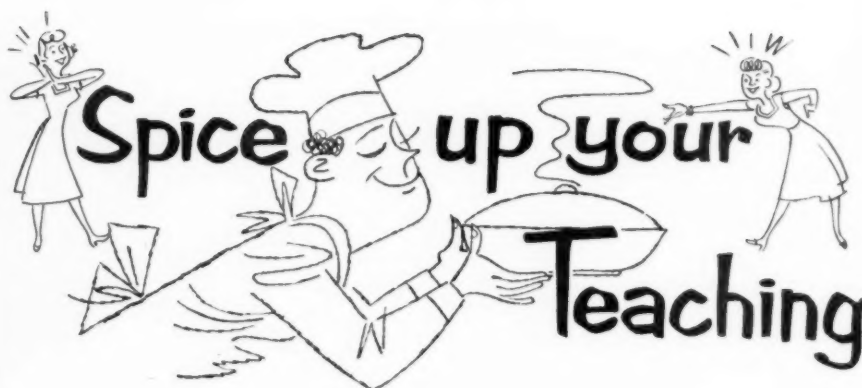
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30 Maplewood Dr., P.O. Box 683, Columbia, Mo.

**ENCYCLOPAEDIA
BRITANNICA FILMS**

Wilmette, Illinois



SLIDEFILM GUIDE READY

The fourth annual edition of "Educators Guide to Free Slidefilms" is now available. The new guide lists 571 slidefilm titles. The book also includes information on types of slidefilms, number of frames and running times, dates of release, terms and conditions of loans, and name and addresses of agencies offering the films.

The guide is available through the Educators Progress Service, Randolph, Wis. Price, \$4.

PUBLIC AFFAIRS EXPERTS REPORT ON LOYALTY

Loyalty has in recent years been a major concern of the American people. The Public Affairs Pamphlets of New York has published a round table report "Loyalty in a Democracy" which considers this problem and suggests action that should be taken to safeguard our democratic ideals and practices.

Robert E. Cushman, professor of government at Cornell University, was chairman of the group of public affairs experts that made this report, and Richard Kennan, N.E.A.'s chief of the National Commission for the Defense of Democracy Through Education, is one of the participants in the study.

The report can be purchased from the Public Affairs Committee, 22 East 38th St., New York 16, N. Y. Price 25 cents.

PETROLEUM ASSOCIATION PUBLISHES OIL MANUAL

Of all of our natural resources, oil is one of the most important today. Teachers interested in reference material on United States oil production can find a wealth of information in "The Oil Producing Industry In Your State," a 124-page booklet published by the Independent Petroleum Association of America.

The book contains complete statistics and charts on leasing, drilling, and production and reserves of petroleum in each of the 27 oil producing states. It is a revision of a 1950 edition of the same book which was used in more than 500 highschools and 133 colleges as a reference source.

The book may be obtained from the Independent Petroleum Association of America Information Service, P. O. Box 1019, Tulsa, Okla.

SOUTHERN PINE USES HISTORY TOLD

A history of the Southern Pine and a description of the manufacturing process used to convert it into useful lumber and wood pulp are given in a new booklet published by the Southern Pine Association, "The Southern Pine Story."

This 32-page publication with color illustrations explains what Southern Pine is, gives its species and the locations where it can be found, and describes some of the uses. Throughout the booklet the progress of forestry is shown.

Free copies may be obtained by writing the Southern Pine Association, Box 1170, New Orleans, La.

BOOKLET LISTS SOURCES FOR COMMUNITY FILMS

A useful booklet for schools, colleges, PTAs and other youth serving groups is "How to Obtain and Screen Films for Community Use," which has recently been published as an aid to community planners interested in using films to supplement their local improvement programs.

The booklet contains lists of film sources, agencies, producers, distributors and libraries. It also contains suggestions for booking films for rental or loan.

The 20-page publication is available from the Public Relations Division, Film Council of America, 600 Davis St., Evanston, Ill.

LABOR RELATIONS

An article which will help the high-school teacher present instructional material on labor-management relations has been published in pamphlet form by the Institute of Labor and Industrial Relations of the University of Illinois.

The article, "Tools for the Teacher," originally appeared in the April issue of "Education." It lists and describes numerous volumes, pamphlets, periodicals and visual aids on labor's contribution to industrial society.

Copies of the booklet are available from the Institute of Labor and Industrial Relations, University of Illinois, 704 South 6th St., Champaign, Ill., at 10 cents a copy.

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MISS DALY AND MR. ZEHNER are members of the same business family, but they have never met.

Miss Grace Daly is a student at Loretto Heights College, Denver, and also has a sales position in a well-known retail store. Mr. Carl E. Zehner works at the Standard Oil refinery in Whiting, Indiana. Both own stock in the Standard Oil Company.

Standard Oil's stockholder family is so large—it has almost 120,000 members—and is spread over so much territory and embraces people in so many walks of life that it would be impossible for one stockholder to know all the others. Our stockholder family also includes many institutions such as colleges, hospitals, charitable organizations and insurance companies.

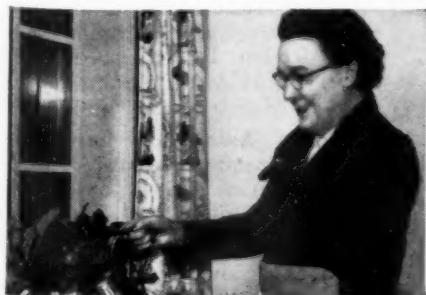
And, incidentally, the largest amount of our stock any one person owns is less than 1% of the total, and

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These share-owners in American business have confidence in a steady return on their investment. Standard Oil has paid dividends for 59 consecutive years. Last year dividends had a value equal to \$4.02 per share—the return to our stockholders for the use of their savings.

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MEET ANOTHER stockholder—dealer J. E. Gossett, of Richmond, Indiana, testing anti-freeze for customer Earl Whitten. Mr. Gossett, a dealer for more than 10 years, has seen the demand for Standard Oil products increase steadily over the years.

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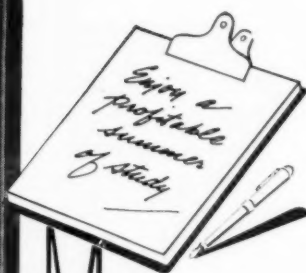
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IMPORTANT EVENTS

MARCH

- 5 Missouri Valley Adult Education Association Conference, Continental Hotel, Kansas City, March 5-7, 1953.
- 16 Northeast Missouri Schoolmasters Meeting, Moberly, 6:30 p.m., March 16, 1953.
- 19 Association of School Business Officials of Missouri Meeting, Missouri Hotel, Jefferson City, March 19-20, 1953.
- 20 St. Louis County District Teachers Association annual meeting, University City Highschool, March 20, 1953.
- 21 Business Education Division MSTa Annual Workshop, Columbia, March 21, 1953.
- 23 Northeast Schoolmasters, South of Highway 36, Evening meeting, Columbia, Ladies Night, March 23, 1953.
- 27 Missouri Council Social Studies Meeting, Columbia, March 27-28, 1953.

APRIL

- 5 Association for Childhood Education International Study Conference, Denver, Colo., April 5-10, 1953.
- 6 Annual Convention of the International Council for Exceptional Children, Boston, Mass., April 6-11, 1953.
- 10 Department Elementary School Principals, MSTa Spring Meeting, Columbia, April 10-11, 1953.
- 12 Midwest Regional Conference on Rural Life and Education and Midwest Conference on Administrative Leadership Serving Community Schools, NEA Department of Rural Education, Kansas City, April 12-14, 1953.
- 17 Annual Industrial Education Spring Conference, Columbia, April 17 and 18, 1953.
- 24 Missouri section Mathematical Association of America Annual Meeting, William Jewell College, Liberty, April 24, 1953.
- 25 Department of Classroom Teachers of MSTa Annual Conference, Columbia, April 25, 1953.
- 25 Missouri Association of Teachers of English, Spring Meeting, Student Union Building, Columbia, April 25, 1953.

MAY

- 2 Missouri Association for Childhood Education Annual Conference, Statler Hotel, St. Louis, May 2-3, 1953.

JUNE

- 28 National Education Association Annual Convention, Miami Beach, Florida, June 28-July 3, 1953.

NOVEMBER

- 4 Missouri State Teachers Association Annual Convention, St. Louis, Nov. 4-6, 1953.

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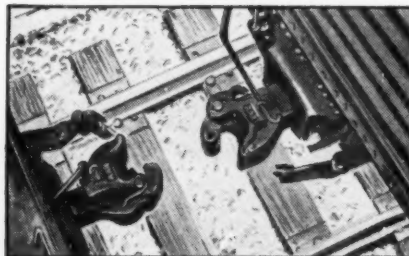
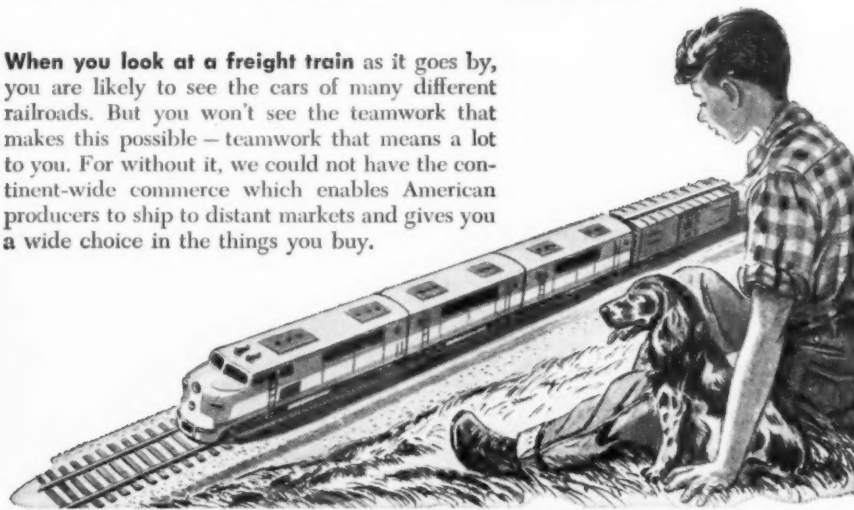
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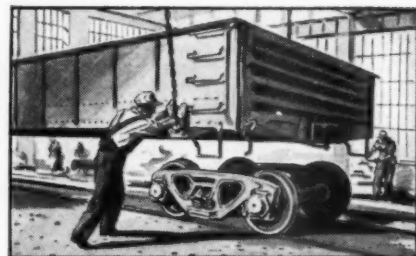
COLORADO CLIMATE—The Magic Ingredient

THE TEAMWORK YOU DON'T SEE!

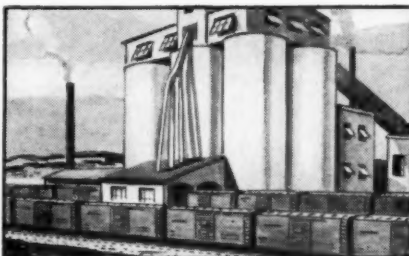
When you look at a freight train as it goes by, you are likely to see the cars of many different railroads. But you won't see the teamwork that makes this possible—teamwork that means a lot to you. For without it, we could not have the continent-wide commerce which enables American producers to ship to distant markets and gives you a wide choice in the things you buy.



Typical of this teamwork is the standard coupler with which any car or locomotive of any railroad can be coupled to cars or locomotives of any other railroad. These cars roll on tracks that are of standard gauge—4 feet, 8½ inches between rails.



Another good example of railroad teamwork is the fact that all the parts of all the 1,750,000 freight cars that the railroads own are so standardized that repairs and replacements can be made in any railroad shop anywhere in the country.



And here's another striking example of railroad teamwork. When necessary, railroads in every part of the country contribute to the great freight car pool which is concentrated in the wheat belt in advance of the harvest. Then, loaded in freight cars, the grain starts on its long journey that ends when you pass the bread at your table.



So when you watch a train go by, with its cars from so many different railroads, you are watching a fine example of American teamwork. This teamwork, plus research and investment, has made possible the rail system that hauls more freight, more miles, and does it at a lower average charge, than any other form of general transportation in the world.

ASSOCIATION OF AMERICAN RAILROADS

WASHINGTON 6, D. C.

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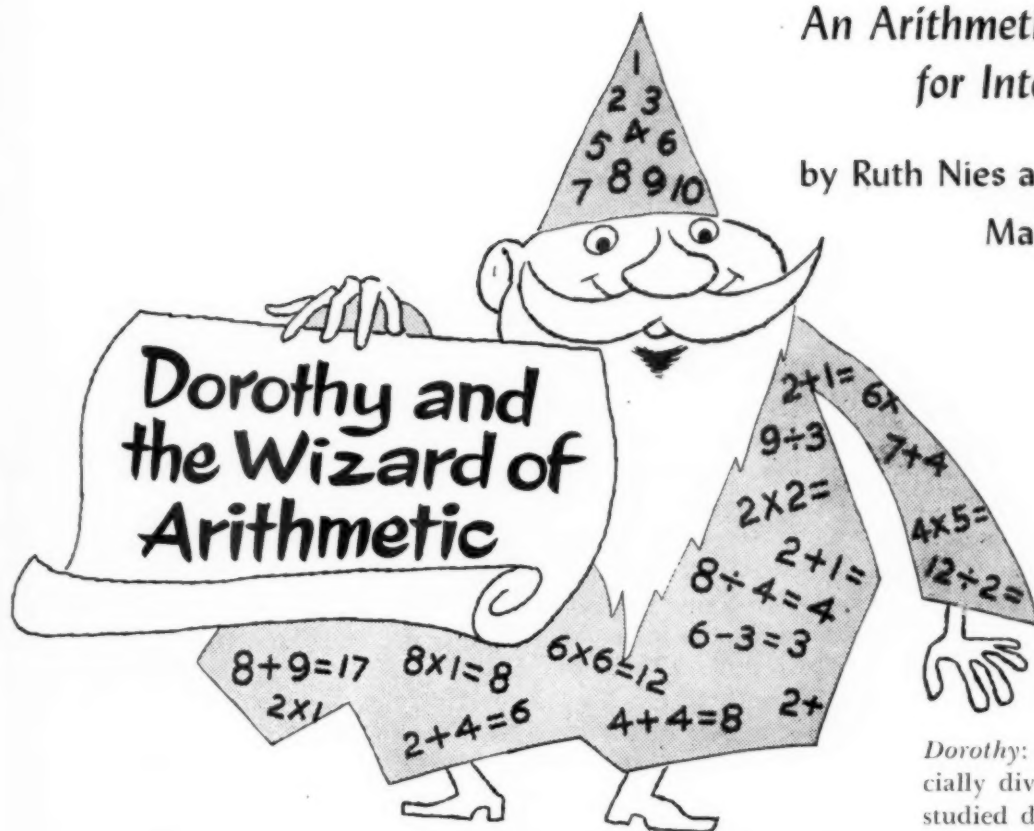


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An Arithmetic Play for Intermediate Grades

by Ruth Nies and

Margaret F. Willerding



Characters

Dorothy: A little girl
Aunt Em: Dorothy's Aunt
Uncle Henry: Aunt Em's husband
Gonzinta: A beautiful fairy
Miss Take: A wicked witch
Scared Joe: A brainless boy
Cowardly Lionel: A boy who is afraid of arithmetic
Tim Woodenhead: A boy who hasn't the heart for arithmetic
Twelve Elves: The Happy Numbers, 1-12

Fives Elves: The Symbols—Plus, Minus, Times, Divided By, Equals

The Wizard of Arithmetic

The Elves are dressed in brown and green suits showing symbols and numbers. Other characters are dressed in typical fashion.

Scene I

(Dorothy sits in the dining room with her back to the window. It is after supper, and Aunt Em is cleaning the table. She folds the tablecloth as Uncle Henry comes in from the porch.)

Uncle Henry: Dorothy, didn't you say you were having trouble with your arithmetic?

Dorothy: Yes, Uncle Henry. Especially division. It's very hard. We studied division, but I was absent at the first and I'm having trouble catching up on it. I have all of these examples to do for my homework. (She picks up a book and opens it to show Uncle Henry her problems.) I'll never finish.

Uncle Henry: Now, now, Dorothy, division isn't that bad. Practice on those examples will make it easier for you. I'll tell you what—I'll take your place in the kitchen tonight. I'll help Aunt Em with the dishes so that you can sit right here and get your homework done. We'll be in the next room so you can call us if you need any help. I used to be pretty good in division.

Aunt Em: There, Dorothy, the

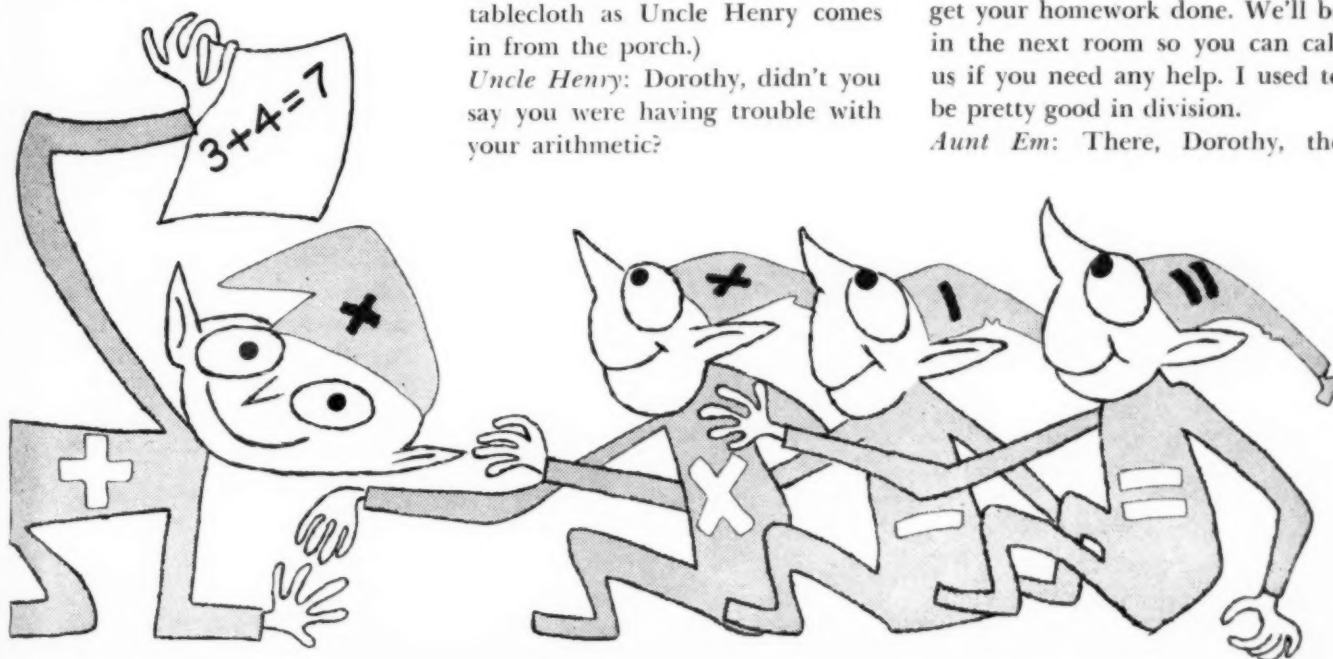


table is all cleared and ready for you to work on. Do you have everything you need?

Dorothy: Yes, thank you, Aunt Em. All my books are here, and I have paper and pencils.

(Aunt Em and Uncle Henry smile at Dorothy and leave the stage. Dorothy opens her book and copies the first example on her paper.)

Dorothy: Let's see—eighteen divided by three... we had that in class... it ought to be easy. But, oh dear, when I do arithmetic my head is in such a whirl.

(She holds her head in her hands. Her head and arms sink slowly down onto the table. A breeze blows through the room and scatters the papers on the floor. In her excitement to pick up the papers, Dorothy knocks her book off of the table as the curtains close.)

Scene II

(Gozinta, a lovely fairy, is standing under a tree where lies a wicked looking witch who has been knocked into an unconscious state. Dorothy is staring down at the witch.)

Dorothy: Who is this ugly witch? Who are you? Where am I anyway?

Gozinta: I am Gozinta, the good fairy, who helps boys and girls to learn to divide numbers. This is the Land of Happy Numbers, but there is one person who has spoiled things for us here. She is this wicked witch, Miss Take. You have stunned her into unconsciousness with your arithmetic book.

Dorothy: I didn't know that I did that. How did I do it? How did I get here?

Gozinta: Your book struck Miss Take on the head. You came in on a brainstorm. There was a whirlwind...

Dorothy: Well, my brain was in a whirl over my arithmetic lesson, I know that.

Gozinta: Maybe I can help you. I am going to send you to see the Wizard of Arithmetic. He knows all the answers. Perhaps he can

show you how to solve your problems.

(At this moment from behind a low wall at the back comes a boy dressed in overalls. He is very timid.)

Scared Joe: Oh, Gozinta, may I go with this little girl to find the Wizard of Arithmetic? I've always been afraid to do my number problems. I've been afraid of Miss Take. And besides, my teachers say I haven't any brains. My name is Scared Joe. I would really like to learn about numbers.

(A second boy leaps over the wall.)

Cowardly Lionel: They call me Cowardly because I, too, am afraid to try my lessons in arithmetic. My name is really Lionel, but I am afraid I am cowardly all right and deserve to be called "Cowardly Lionel." I would like to learn more about numbers, too, so that a hard problem won't scare me before I even try to work it.

(A third boy leaps over the wall.)

Tim Woodenhead: May I please go to see the Wizard, too? My name is Tim Woodenhead. I want to learn arithmetic but I really have never had the heart for it. Maybe if we all tried to learn together it would be easier and more fun.

Gozinta: You are probably right, Tim. Yes, you may all see the Wizard if you will just follow this road. (She points off stage.) It is called "Practice" and it will lead you to a city called "Perfect." There you will be met by the Wizard himself. Good-bye and good luck.

Scene III

(Numbers 1-12 are dancing in a circle, while the symbols, Plus, Minus, Times, Divided By and Equals, are in the center trying unsuccessfully to duck out of the ring amid laughter and shouting. The Wizard comes from one side of the stage as the four children enter from the opposite side.)

Wizard: Well, well, my dears, here you are. The good fairy Gozinta sent me a special message that you were coming.

(He takes out a whistle and blows on it. The circle of elves breaks up and the Numbers line up in order. The Symbols run off the stage.)

Wizard: There, my little friends, are the Happy Numbers. Numbers, this is Dorothy, who thinks you are making arithmetic hard for her. (Dorothy steps forward and curtsies to the Numbers.) And here are three boys who are afraid of you. (The boys step forward and join Dorothy. They bow timidly.) I want you to show these children how much fun you have playing together. Let's show them some of your tricks.

(Wizard blows his whistle again. In order, the Numbers do the following tricks. Whistle signals the changes.)

1. Odd numbers draw back and climb on wall.

2. Numbers line up in reverse order and then in correct order.

3. Numbers 3, 6 and 9 step out in a line while the others turn their backs.

4. Numbers 5 and 10 join hands and skip together.

5. Numbers 11 and 1 stand on their heads.

(These tricks may be supplemented by as many more as desired.)

Dorothy: My, aren't they clever? But what happened to the other elves?

Wizard: They ran off when I blew my whistle. They are a little bashful.

Scared Joe: Are they? Why?

Wizard: They feel that people don't like them because they mean hard work. They are really good helpers. I'll coax them back to show we want them. (He calls.) Yoo Hoo! Oh, Plus and Minus. Come here please, and the others, too. We need you to play games. I want the children to see how much fun we have here.

(The five Symbols come immediately. One turns his back and peeks shyly around.)

(See Arithmetic Page 46)



Is That One in Ten in Your Classroom?

**More than Three Million
Children are Suffering from
a Hearing Loss and are Missing
Much Classroom Activity**

by Harold Weber

WHAT is it like to be hard of hearing? Let us conduct an experiment. First, tune your radio to a news broadcast. Then, turn the volume down low enough to barely be able to hear what the announcer is saying. Listen to this program for five minutes and observe your reactions.

Did you have difficulty concentrating on the program; did your attention wander from what the newscaster said? Did you clearly understand who arrived in America from which foreign govern-

ment, or what was the latest report concerning the Korean conflict? Did you hear well enough to tell a friend the important happenings of the day? If the volume were very low, you probably had difficulty in clearly understanding the announcer. Your attention might have wandered away from the news, making a satisfactory discussion of it impossible.

This experiment gives you an idea of what more than three million school children in the United States are experiencing every day. The American Hearing Associa-

tion recently reported one of every ten children in our classrooms has a hearing loss. Many of these hearing difficulties are unrecognized by the student and teacher although the child's behavior may clearly indicate that some problem is present.

Does he reply, "I don't know" to simple questions directed to him? Does he sometimes ignore questions and refuse to participate in class discussion? Is he inattentive in class? During the reading lesson does he gaze lazily through
(See One in Ten Page 21)

Rural Leadership . . . Its Origin And Development

Rural Leadership for programs must come from the people or the program will die out



This rural school, which previously had wooden benches, now has desks and a hot lunch program brought about by SCF sponsorship with local cooperation.

by Mrs. Charley Tidd Cole

IN Missouri the work of the Save the Children Federation was established about 1941 in Shannon County. From there it spread into such adjoining counties as Howell, Texas, Iron, Washington and Crawford. As county committees were established and as the program developed, other counties requested similar services. All told some 30 counties in the Ozark area have well organized S. C. F. committees. These committees are truly an expression of democratic leadership. They plan, study and develop those programs which meet the needs of the largest number of children.

A child health program in

Wright County received special acclaim from the Missouri State Health Department and the Children's Bureau in Washington, D. C. The Extension Clubs in many counties sponsored handicraft and 4-H Club work through the S. C. F. Stone and Ozark counties developed strong library programs in cooperation with the state library program.

One essential activity has been the S. C. F. sponsored school. Some 150 small isolated, usually one-room schools have received cash grants from the S. C. F. which have served as "pump primers" to encourage the school community to "help itself." Matching funds



This library was furnished to a rural school through SCF sponsorship and local county committee interest.

have been raised by pie-suppers and other entertainments, and all funds have been expended for the school. School lunches, recreation equipment, and story books have been purchased; pencils, crayons, globes and maps, pre-primers, and many other school supplies have been furnished for the sponsored babies and children. An expanded clothing program and a seed program also have been popular in Missouri.

Local Leadership Important

When the wide variety of programs sponsored by the county committees is understood, one can clearly see that local leadership is important, for in each instance in Missouri it has been the local leaders who made the program a success.

Because of its nature, rural leadership must be indigenous. This does not rule out the professional groups who are "sent in" to rural areas for the operation of "programs," but it does limit their contribution to that of an advisory status. Real leadership for programs must come from the people or the programs will die out, become ineffective, or resented and misunderstood even though endured for the benefits which may accrue. One of the primary and most significant functions of outside pro-

professional groups is the discovery of local leadership, and its subsequent utilization.

Rural communities find their own leaders through a process of trial and error, or of acceptance and rejection. Once established, this leadership becomes the center around which is built the life of the community. The community depends on these leaders to share its problems, to help solve those problems, to participate actively in the struggle, and to reap the rewards or defeats which accrue.

Community Interest Needed

For many years the rural community was built around the church or the school. To a large extent this is true today. Where such a system has disappeared, there is evidence of decadent communities which no longer have a common interest. Basic to rural life is this group feeling, this awareness of belonging together in a common program of community living.

If the rural church and rural school move to town, communities are faced with developing a new community interest of real worth, or with seeing one of questionable value develop from the outside. Examples are the well-known roadside dance hall and the emotionally conducted religious service.

This rural community, built around the church or the school, or without either, has its own natural leader. But the characteristics of this leader are different from those usually associated with leadership. Ordinarily, leadership is accepted as leadership in one thing. "He is a leader in music, in civic affairs, in education, in welfare." He must be a leader in something to get people to follow him. But in small rural communities, the leader is a leader of the people of the community, not in art, not in religion, nor in recreation, but in just plain living. He is chosen, accepted, and retained through the years as a leader because he is one of the people, no

better, no worse. He knows the problems of his community because he has the same problems; he shares its sorrows and joys because he has the same sorrows and joys; he goes hungry when his neighbors go hungry and grows rich when they grow rich. He has attained leadership because of his integrity. His people trust him and abide by his decisions. There is always one such person in every rural community if efforts will be made to discover him.

Rural areas are made up of many communities, each having its leader. Such a leader is ineffectual outside his own sphere of influence unless his abilities are recognized by leaders of other groups, and developed and utilized in a common cause. In this manner a new and larger community of interests comes into existence. More and more, common interests are recognized in an everwidening circle; an increase in good roads, and in bus and car transportation make it possible to bring into one group people widely dispersed geographically, and communication facilities make it possible to do this on short notice.

There are, of course, many interests jointly held in rural-area communities. Interests in agriculture, education, and health are examples. Such mutual interests tend to converge and revolve around a common denominator.

Agriculture, for what purpose? Education, for whom? Health, for what group? The leader of the small community becomes a spokesman for his children, his family, his neighbors. Not agriculture in general, but food for his family, cash for his needs; not education in general, but learning for his own children and for himself; not health in general, but for his own immediate community. Thus individual leadership in a given area develops into group leadership for a common purpose on which is brought to bear the total forces of

the group, both internally and externally.

Interest In All Children

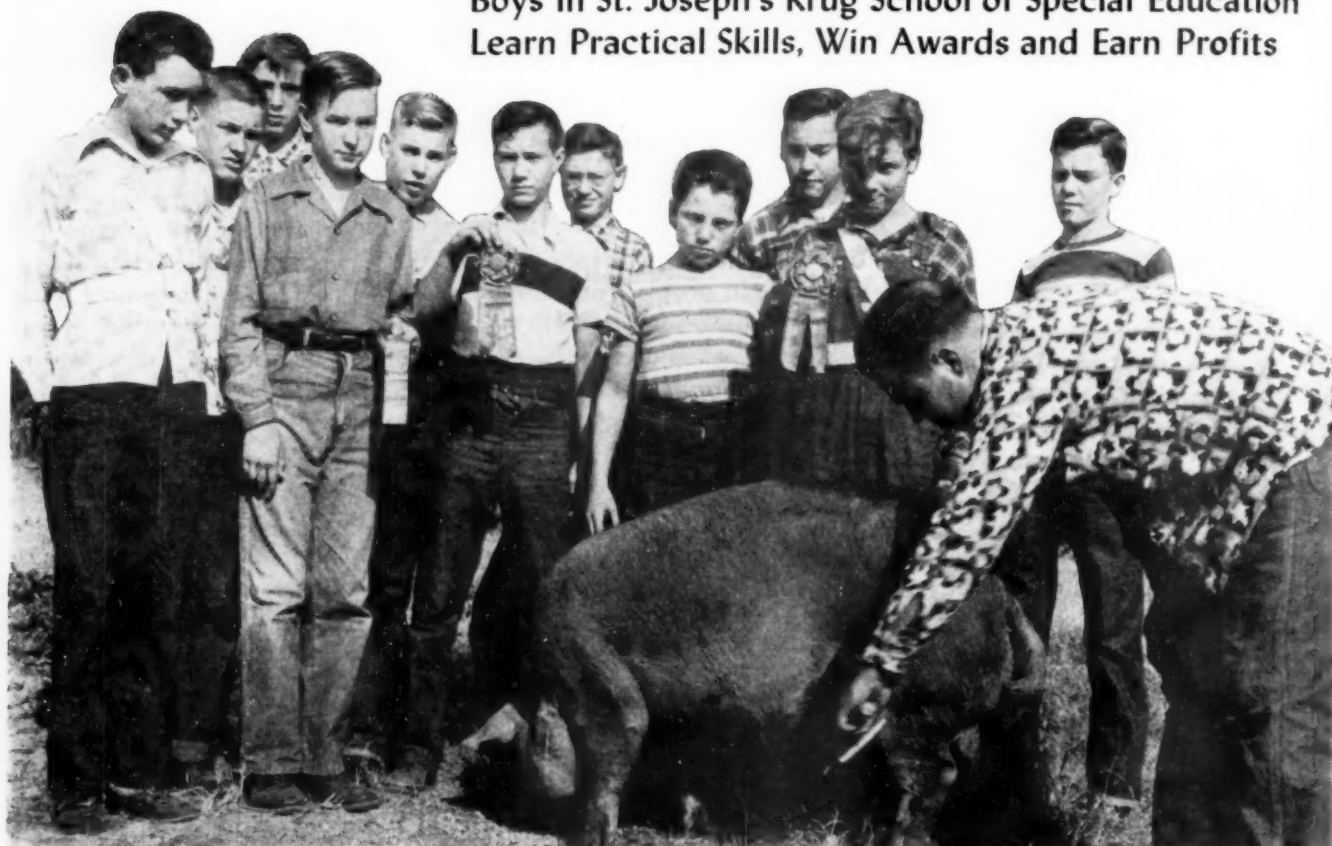
An example of effective group leadership is found in the county-wide committees of the Save the Children Federation, a non-sectarian organization. Belonging to these committees are those interested in the children of the county. The Federation is interested not in any particular child or children, but in all children regardless of economic or social status.

The consolidation of separate forces, the development of this indigenous leadership, and its effective use are the responsibilities of the S. C. F. area director. Trained and experienced in working with rural communities, he brings to each committee the tools with which to work and the inspiration to use them when necessary. Tools consist of simple social studies made by the committee, and on which are based the determination of the needs of the children in the county. Tools also consist of information regarding the available resources at the national, state, and local levels of advice regarding the resources of the S. C. F. which are available, and the methods of utilizing such resources to secure maximum results. Complete responsibility for determining the Rural Child Service Program within the pattern of the National S. C. F. is delegated to the S. C. F. county committee.

Provides a Spokesman

This group leadership in counties operating S. C. F. Rural Child Service Programs gives the children in the county a spokesman and interprets their needs to those state and federal agencies, as well as to probate organizations and lay groups, which can help to meet their needs. The group secures information concerning federal, state, and local programs operating for the benefit of children and acts as an interpretative group on these to the entire county.

Boys in St. Joseph's Krug School of Special Education Learn Practical Skills, Win Awards and Earn Profits



Members of the Krug School 4-H Club won first place for their litter of pigs in the Buchanan County Fair competition. The boys and their instructor, George Matthews, display one of the winning pigs and three of the ribbons won in the 4-H division at the fair.

SCHOOL SUCCESS through Satisfaction

by MARY NURSKI

AT the Krug School of Special Education in St. Joseph, a program of practical farming has brought members of the school's 4-H club honors, profits and the satisfaction of a job well done.

For years the Krug School 4-H members have raised pigs, rabbits and chickens and have raised crops on the school's small plot of land. This year their work paid off with a first prize for Berkshire Class pigs in the Buchanan County 4-H Baby Beef and Swine Show.

The Krug School entries also won Grand Champion ribbons for their pen of three hogs and their individual barrow. And after the

fair was over, the 4-H group sold seven of its hogs for \$336.23.

Director of 4-H activities of the Krug School is George Matthews. The program of the 4-H boys is integrated with the work of the homemaking class of girls and provides practical training for all.

Raising pigs is only one of the activities of the class. The students have an acre of ground which they cultivate and plant.

This year the class raised sweet corn, beans and a few tomatoes. The sweet corn yield was poor because climatic conditions were not favorable. But the bean yield was good. The Homemaking Class

canned 24 pints and froze 325 pints of beans. Enough to serve 150 children five times—thus saving the lunch fund approximately \$25.

The tomatoes, a variety good for making paste, were used by the homemaking class in preparing chili sauce, catsup, preserves and juice.

Rabbits are raised, too. The boys have eight does and one buck. The young are dressed at the end of eight weeks when the weight is approximately 4 pounds. Some of these are sold while others are placed in a frozen food locker and used for lunches for the school

boy patrol, Boy Scout officials and 4-H groups.

Chicken Raising, Too

Raising chickens is another activity of the class. One hundred baby chicks are bought at a time, and an accurate check is kept of their weight, the amount of feed used and their livability.

The chickens are killed by the boys, dressed by the homemaking class and placed in a frozen food locker. Last year they were used as part of the menu for luncheons served parents of all Krug pupils.

The pride in accomplishment and the joy of rendering service are values to the boys in the class. There is another value though that must be mentioned. All these activities are correlated with academic work. These boys have a real reason to read, spell and do arithmetic. Their text is "Practical Farming" by Power and Kivlin.

Below is an example of the arithmetic used in the chicken project.

2nd Week

12 chickens weighed	5 lbs.
Average weight	$\frac{1}{4}$ lb.
Cost of feed	\$5 per 100 lbs.
Pounds of feed used	37
Cost of feeding	\$1.85

3rd Week

12 chickens weighed	5 lbs.
Average weight	... in ounces
Average weight gained	... in oz.
Pounds of feed used	71
Cost of feed
Total cost to date

Problems Given Meaning

The example shows the fundamentals involved. The problems have a real meaning.

The boys have a bank account. Practice in the proper handling of this account is gained through the use of sample bank and check books printed by the school printing department.

This class learns by doing and any boy who has had the training offered in the educational program can take his place in the community as a self-supporting citizen.

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**PLEASE,
GIVE NOW**



March 5 • April 5

NO TEACHER SHORTAGE THEN . . .

Reflected here
is the past of a
very different
Missouri



LIVING on an Ozark Oaks tract during the 1890's, I did my share of cutting stove-wood for sale, raising strawberries, now and then doing farm jobs for a neighbor who had a dollar per ten-hour-plus day to pay. We did not receive that much very often.

Family tradition suggested teaching a rural school, but teachers were not scarce and getting one of the too few jobs promised difficulties. We were newcomers—I was skinny and immature in appearance, and very shy. Not much could be done about the skinniness, but I wore off most of the shyness in making the 20 applications—approximately three times 20, for each school had three directors—scattered over the three years which it took to let me teach my first day in a country school.

I had one other handicap. I had been advised to hold out for \$35 a month in a region where few schools paid that much. This impractical advice came from my home circle which thought I was worth more than anyone else. After my first unsuccessful quest, I scaled my ambitions down to the financial level in those parts.

Salary Was Low

Once started, I liked my rural teaching. From a low beginning, my salary advanced unsteadily. During my third year I refused to

accept what I could get and worked for nothing for six months. In five years at four schools my monthly wage had reached \$35 and I was being called "Perfesser."

Even in 1953 when everybody seems to have money, and it is no trouble to get a job, applying for a school is a serious undertaking. There will be puzzles, even disappointments. From my diary, which has been kept for three score years, I reproduce some of the conversations which educated me until I finally got a school. Measure our progress by comparing your experience with mine. My horseback approach was better for the then muddled roads than your motorized transport would have been. "All sorts of things and weather must be taken in together."

If you have an energetic imagination, you will discover much history of education in these—

Conversation Pictures

Mr. Preston, with a plow.

"Where d' ye live?" "Up near town."

"Don't know none o' your people. Name's common enough."

"Most of 'em not a bad lot, are they?"

"No, guess not. Bout this school fer next year. We're lookin to find the cheapest teacher. The job ain't really worth what we're



by Sheldon E. Davis

payin' now in the spring term. Mr. Foster is a sociable fellow. Ain't got nothin' agin' him, but the sun's way up high when he gits to the schoolhouse.

"I've been workin' hours when he shows up, and he quits in the middle of the afternoon. School teachin' ain't really work."

"You look sorta' young. Ever taught school?"

"No, but I've got a good certificate."

"Don't think we'd risk it. Joe Lister's on the board an' he always wants to hire an old teacher. How do you know you can teach if you ain't never tried?"

"How am I goin' to find out unless somebody lets me start?"

"That's right too, but there's lots of experienced people lookin' for jobs. Thirty dollars is right good pay in a school with only 40 kids to teach."

Mr. Green, mowing weeds.

"Mr. Green, if you're going to have a teacher for the Pleasant Mound school, I'd like to have the job."

"You came around last year askin' for the job, didn't you?"

"Yes."

"Came round the year before that too unless I disremember?"

"Yes, this is three times. It's a habit about this time of year."

"Well, doggone, I think we'll give you the school. Its four months, twenty-five dollars a month, you do your own janitor work. Go over and see George Turner down in the woods. If he's for you, it's a go. The other fellow on the board is cantankerous, an' we don't pay much attention to him. Anyhow he's movin' out o' the district soon's he gets his corn gathered."

Mr. Turner, a sorrowful man sipping what he said was hot, homemade peach brandy to keep himself cool.

"If Green is for you, I don't object none now. They's some mean kids in that school. You'll have to thin 'em out once in a while."

Mr. Stayland, preparing a funeral sermon.

"I should like to teach your school again. You paid me \$30 last year. If it suits you, I am applying at \$35."

"The board'll meet this week an' consider. Be willing I think to

give you a little more than \$30—\$32 maybe. But several of the big fellows you had last year won't be in next term, just little kids, an' not more than 25 of them. We just don't think it's worth more than \$30, and we can get teachers for \$25. Why don't you teach in town?"

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Clara F. Marksbury, Columbia, 1955
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Lelia Ledbetter, Clayton
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Robert Forbes, Kansas City
Don B. Matthews, Troy

General Officers and Executive Committee are listed on table of contents page.

Administrators' Banquet

Dr. Mark W. Bills, superintendent of schools of Kansas City, suggested four ingredients for improvement of education through the school superintendent when he delivered the keynote address at the winter meeting of the Missouri Association of School Administrators Jan. 12-13 in Columbia.

Supt. Bills suggested in his speech on "The Role of the City Superintendent of Schools in Improving Education in Missouri," that the administrators:

First have a sincere professional desire for improvement.

Second work together as a profession seeking the highest cooperation between rural and urban groups.

Third develop a program for their individual community, ever seeking improvement.

Fourth place the importance of a quality teaching staff foremost in their efforts in behalf of improvement. Place buildings, equipment, supplies, everything down the list and put teaching first.



Above—John Johnson, president of Phi Delta Kappa, presides over the Jan. 12 dinner-meeting of the two-day annual meeting of the Missouri Association of School Administrators. Dr. Mark W. Bills, superintendent of schools from Kansas City, Mo., and the principal speaker for the banquet, is seated at Johnson's left. Also pictured, from left, are Dean L. G. Townsend, of the University of Missouri College of Education; C. M. Bell, president of the Association; Earl Gray, Association secretary; Roy Taylor, president of MSTA; Everett Keith, executive secretary of MSTA; Prof. J. D. Eliff; and Herbert Gould, professor of voice at the University.

Below—School administrators seated at the left side of the banquet table include, from left: Dr. George Riley; H. W. Schooling, vice-president elect of the Administrators Association; Dr. J. S. Maxwell, MU; Dr. George Englehart, State Department of Education; Dr. A. G. Capps, MU; Philip J. Hickey, superintendent of St. Louis schools and first vice-president of MSTA; Dr. W. W. Carpenter, MU; and Dr. A. M. Alexander, president-elect of the Administrators Association.



Some 278 administrators gathered in the ballroom of the new Student Union Building of the University of Missouri Jan. 12 for the banquet session of the winter meeting of the Missouri Association of School Administrators. This view, looking toward the speaker's table, shows a good share of the group of 375 which attended the meetings.

One In Ten

(From Page 13)

the window? Does he draw in his scrap book during the arithmetic or social studies periods? Are directions followed correctly? When asked to write a story about American Indians, does he write about "My Dog Spot"? The noncooperation of this child may be his way of indicating he does not—cannot—accurately hear instructions and questions directed to the class.

The hard of hearing child may recognize some words and ideas, but many others may whisk by so rapidly that an understanding of the class discussion is impossible. A sour attention may have wandered in the above experiment, so the hard of hearing child's attention may leave the partially heard discussion to focus on something more interesting to him.

Inferiority Feeling Develops

Instead of forcing his attention toward the discussion, his eyes may travel to a "noiseless" bird in a tree outside the classroom window, or to a book of interesting pictures, or to any other activity he can participate in. The child may try hard to follow directions and answer questions correctly, but because of his many unsuccessful experiences, the criticism and teasing from misunderstanding teachers and students, he may develop an inferiority feeling so deep that he will decide it is useless to make any effort toward learning. Consequently, his behavior may show undesirable adjustive techniques characterized by a "don't know and don't care" attitude or complete withdrawal.

No cooperation from a child does not mean he has a hearing loss, but it may be an indication. The recognition as well as prevention of a hearing loss is of importance beyond all estimation to the child. Recognition of impaired hearing is not always easy, especially when the hearing loss is

slight. But certain symptoms which may be observed by the teacher may give indications that a child is having hearing difficulty.

Seven Things to Watch

A child may have difficulty hearing when:

1. He frequently asks for a repetition of things said to him.
2. He gives irrelevant answers to questions addressed to him.
3. He frequently cups an ear with his hand while listening to a speaker.
4. He scowls or otherwise shows intense effort in listening.
5. He makes frequent mistakes in following directions.
6. He is doing school work below his apparent ability level.
7. He has frequent colds, nose and throat infections, earaches or running ears.

These criteria may be an aid in detecting some hard-of-hearing child in the classroom. The list is not all-inclusive. A child with a hearing impairment or with physical conditions which may lead to serious trouble may not manifest these symptoms. When a child's hearing impairment has progressed to the stage where the handicap shows itself in any readily observable manner, much valuable time



"If George Washington was so honest, how come the banks are all closed on his birthday?"

has been lost. This is time which might have been spent correcting the condition which caused the hearing defect and preventing any emotional, educational, and social problems resulting from it.

Any child suspected of having a hearing problem should be referred to the school or county nurse or speech correctionist who will make arrangements to give the child an audio-metric test. An audio-metric test will determine the severity of a hearing loss if a loss is present. If an audio-metric test is not available, the child should be referred to an otologist immediately.

Business Officials To Discuss Problems of School Construction

Members of the Missouri Association of School Business Officials will discuss problems of school building programs at a two-day meeting March 19-20 at the Missouri Hotel in Jefferson City.

The conference will stress plans for school buildings, school bonds and public relations. State architects will be present at the meeting and will show exhibits of school plans.

V. Harry Rhodes, president of the Association and commissioner of school buildings for the St. Louis Public Schools, will preside at the first general session of the conference. Other first session speakers will be Hubert Wheeler, State Commissioner of Education, and Dr. Bernard H. Voges, assistant director of school finance in the State Department of Education. Dr. George Englehart, director of school building services of the State Department of Education, will lead a discussion group on planning school buildings at the second session of the conference. Alva L. Crow, superintendent of schools in Jefferson City, will lead another group in talking about planning for school bonds and public relations in a school building program. Other group speakers will be Dr. W. W. Carpenter, University of Missouri, and Joe Herndon, Raytown superintendent.

S. Clay Coy, Association vice-president and superintendent of schools at Mexico, Mo., will preside at the third session March 19, and William Tweedie, president of Tweedies Footwear Corporation, will speak at that time.

Speaker for the fourth session on March 20 will be Larry Jones of Jefferson City. Herman B. Bleckschmidt, assistant to the superintendent of schools at Normandy, will preside.



Above, a district forester points out "butt-rot" in standing timber to a group of rural boys, the result of wildfire in forests and farm woodlots. Such damage seriously decreases timber values. Below, a conservation agent explores a stream with a group of Nature Knights.



A Bright Future Thro

Conservation can be defined as the wise use of all natural resources—soil, water, plant life, wildlife, minerals, and people. Community, state, regional, and national welfare depends upon how well people understand and put into operation an effective program of conservation.

Although the Missouri Conservation Commission is specifically designated to perpetuate only Missouri's wildlife and forestry resources, it has long recognized the good life—the conservation of life—embraces a knowledge of resources. The Commission uses every means possible to bring the story to all Missourians, particularly to its youth.

Almost every Commission employee in some way participates



Above, an educational advisor acquaints these boys with the 'possum and its habits, adding to their knowledge of wildlife. Below, these FFA campers learn the details of farm pond management for the best fishing.

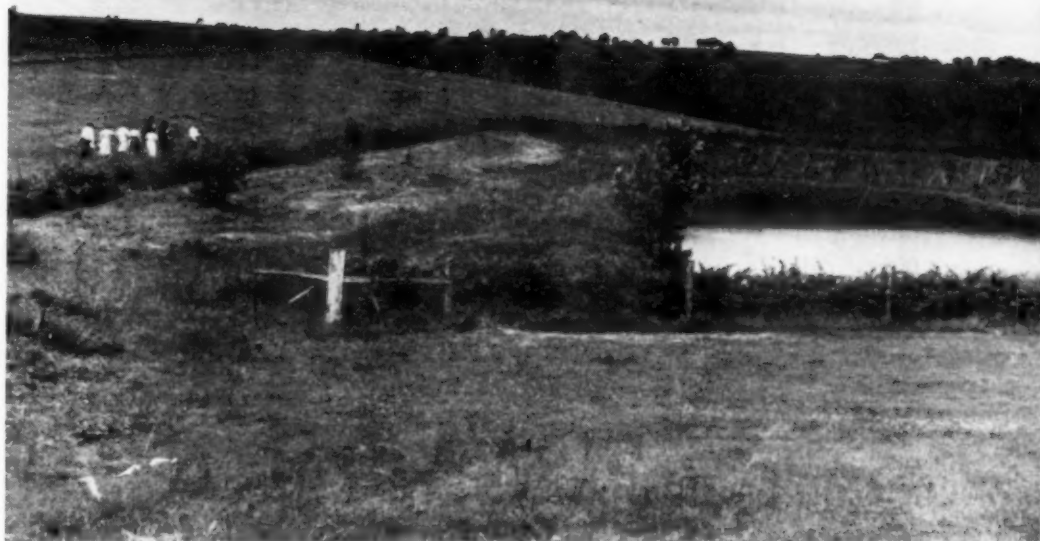


Above, quail mana wildlife beaver

Future Through Informed Youth

efined youth training. More specifically, the Commission's Education Section was created to answer the challenge. Its twelve members, trained in educational methods, biological facts and natural laws, work statewide with the youngsters, their teachers, supervisors and administrators.

But the Commission's youth work does not stop with the formal approach. Conservation agents, wildlife biologists, foresters and field service agents meet with youth groups as part of their varied activities, in summer camps, in field demonstrations, in club meetings—partly in fact, anytime the opportunity arises. For there is always this truth; a bright future must have its informed youth.



Above, a well developed farm pond serves as an ideal outdoor laboratory for teacher and pupil use. Below, a conservation agent shows a youngster the finer points of bait casting, which will add more enjoyment to his sport.



Above, a field service agent explains the value of a bobwhite quail food plot to a young lady, one of the recommended management techniques for quail in Missouri. Below, a wildlife biologist stops at a rural school with live-trapped beaver.



Legislative Developments

School legislation under consideration by the 67th General Assembly up to Feb. 2

Retirement

THE proposal to improve the Public School Retirement System of Missouri as recommended by the Legislative Committee was introduced on January 22 as *House Bill No. 64*. It is sponsored by Representatives Hill (of Laclede), Fain, Garnholz, Hearnese, Ichord, Eddy, Smith (of Boone), Schellhorn, Turpin, Yocom, Pope and Cook. The proposed changes have been discussed in *School and Community* (Jan. p. 8).

House Bill No. 17, introduced by Representatives Lincoln and Bruffett, provides for the transfer of property of component districts to reorganized district and for the use and disposal of such property.

House Bill No. 26, introduced by Representative Jones, provides that taxes paid on any income tax imposed by any city within the state may be credited against the state income tax.

House Bill No. 28, introduced by Representative Dow, repeals food and any item of clothing costing less than ten dollars from the state sales tax.

House Bill No. 35, introduced by Representative Dow, repeals the state income tax.

House Bill No. 55, introduced by Representative O'Brien and others, pertains to unit control for the St. Louis public schools.

House Bill No. 56, introduced by Representative McKeever, increases the maximum state payment for transportation from three to five dollars per month.

Senate Bill No. 6, introduced by Senator Rozier, would grant any school district reorganized under provisions of sections 165.657 to 165.707 or consolidated under any previous law building aid equal to that now provided.

Senate Bill No. 15, introduced by Senator Long, amends the continuing contract law as recom-

mended by the Assembly of Delegates in Kansas City. It would require that the board, in event a teacher who has 120 hours of college credit and has taught two years in the district is not to be re-employed, accompany the notice of lack of re-employment with a written statement of reasons and grant the teacher a hearing if requested.

Senate Bill No. 16, introduced by Senator Long, would permit schools to observe as school holidays the legal holidays of Labor Day, Armistice Day, New Year's and Memorial Day when occurring on a regular school day. The proposal is approved by the Legislative Committee.

Senate Bill No. 28, introduced by Senators Sawyers and Allen, authorizes school districts and other political sub-divisions to establish, operate and maintain systems of public recreation.

Senate Bill No. 34, introduced by Senator Sawyers, relates to clerical help of county superintendents in second class counties and is corrective in nature.

House Bill No. 74, introduced by Representatives Beals and Snyder, providing for limited representation for Kansas City and the Kansas City school district on the county board of equalization has been referred to the Committee on Government Organization and Related Matters.

House Bill No. 75, introduced by Representative Snyder, harmonizing the statutes relating to school district indebtedness and tax levy for sinking fund with the Constitution as amended, has been referred to the Public Schools Committee.

House Bill No. 81, introduced by Representatives Estep, Bruffett, Hughes and Hill (of Laclede), reducing the registration fee for property-carrying local commercial

motor vehicles, 6,000 pounds and under, from \$15.00 to \$10.00, and for school buses having a seating capacity of 15 passengers or less, from \$25.00 to \$15.00, has been referred to the Committee on Transportation and Communication.

House Bill No. 112, introduced by Representatives Tyus and Jones, provides for admission of Missouri citizens to state supported institutions of higher learning without regard to race, color or religion.

House Bill No. 114, introduced by Representatives Lay and Green, would end segregation in the public schools and deny state school funds to districts not complying.

House Bill No. 118, introduced by Representatives Brackley, Baltz, Wipfler and Pope, increases the maximum that may be expended for clerical help for the county superintendent's office in fourth class counties from \$1,500 to \$2,000 annually and the superintendent's travel from 5 to 7 cents per mile.

House Bill No. 124, introduced by Representatives Hearnese, Pope, Long, Sikes, Estep, Hamilton, Keller, Simcoe, Simon and Kramer, transfers some of the duties of the county clerk as provided in Section 161.030 RS Mo. 1949 to the county superintendent of schools.

House Bill No. 130, introduced by Representatives Myers, Fain, Arnold and Harney, makes a deficiency appropriation for building aid to reorganized school districts of \$1,055, 906.

Senate Bill No. 105, introduced by Senator Pentland, contains significant improvements to the St. Louis public school employees retirement system.

Senate Bill No. 110, introduced by Senators Gibson, Webbe, Quinn, Garten, Kinney, Keating, Hilsman, Walker, Crain, Frieze, and Hess, exempting all foods used for human consumption, including meals served, from the two per cent state sales tax, has been referred to the Ways and Means Committee. It is estimated the proposal will reduce state revenue \$20,000,000 annually.

(See Legislation Page 33)

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Legislative Notes

A TRULY significant pending proposal is H. B. No. 64, improving in many respects the Missouri Public School Retirement System. Similar improvements for the St. Louis System are provided in S. B. No. 105.

If interested in the passage of this or other legislation, it is your Representative and Senator on whom you must depend.

Other proposals sponsored by the Legislative Committee include: H. B. No. 75, harmonizing the laws with Amendment No. 2, adopted at the last election, doubling the bonding capacity of school districts; S. B. No. 15, strengthening the continuing contract law in accordance with the action of the Assembly of Delegates; and S. B. No. 16, making four more legal holidays school holidays.

Read carefully the editorial page with respect to tax cutting proposals and their implications for education. Is it too much to expect that appropriations for schools and other essential functions of government be made before attempting such action in order to know what can and should be done. With the many problems facing schools it would be impossible to think of having less and not more state support. The one-third plus the seven million additional appropriation for this biennium will amount to approximately \$94,000,000. It takes that amount for the next biennium to stand still, let alone go forward. Comparative data with other states and the findings of all who study the situation indicate that it should be considerably more.

Many proposals relative to education are pending and many more will be introduced. Special legislative bulletins will be mailed to anyone on request.

Are you taking the time to properly interpret to your Senator and Representative, legislation in which you are interested. This is the way in which you can assist in the passage

of desirable school legislation and the halting of the undesirable.

Sketches

It is good to report that construction is well under way on the Assembly and Recreation Hall at the Bunker Hill Ranch Resort. The building was started with the belief that enough contributions would continue to be forthcoming to defray its cost.

The Conference on Moral and Spiritual Values being underwritten largely by the Danforth Foundation and sponsored by the Department of Classroom Teachers, with the cooperation of the Association, should make a vital contribution in a most significant area. It is scheduled for June 14-21, at Bunker Hill.

According to present plans, the Missouriana Tours for teachers, sponsored by the State Chamber of Commerce, will spend a weekend at the Bunker Hill Resort.

The Policy and Plans Committee and the Committee on Teacher Education and Professional Standards and Ethics will have a joint meeting on March 14, at the Teachers Building in Columbia. Attention will be directed to the development and securing of materials setting forth the essentials of a profession of teaching, to furthering the appreciation of these essentials by the members of the profession through community associations, and to their interpretation by teachers to the patrons of their respective communities.

The Reading Circle Committee meets on March 7 to formulate plans for the coming year. New copyrights are being received and the new lists will be available by July 1.

For many years the State Department of Education Community Association has applied its refund from the State Association to the further development of the Bunker Hill Ranch Resort.

Five more counties—Newton, Callaway, Lawrence, Phelps and Taney—have 100% enrollment in the Association, making a total of 66. Many more lack only one or two.

Association headquarters at the NEA meeting at Miami Beach, June 28 to July 3, will be in the Roney Plaza Hotel.

Reprints of the picture in this advertisement, without the advertising text, for use in your classroom will be sent free upon request. Address The Coca-Cola Company, Atlanta, Georgia.

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Items of Interest

C. W. Farnham, superintendent West Plains public schools, has reported that the faculty of this school system has been enrolled for several months 100 per cent in the National Education Association. The West Plains system has achieved this goal continuously since 1948.

Anna Margaret Griffin recently began her duties as instructor in the Mexico highschool.

Raymond Bernhardt, instructor of vocational agriculture in the Warrenton public schools has resigned to accept a position with the Allied Chemical & Dye Company.

Norman Holman, instructor of vocational agriculture in the St. Charles public schools, has resigned to accept a position as a farm manager.

Kenneth Ogle, superintendent Ellington reorganized school district during the past three years, offered his resignation on January 9 to be effective at the close of this school year. Mr. Ogle has not at this time announced his future plans.

Norman Banks, of St. Louis, is the new sixth grade teacher at Garfield School in Mexico. He succeeds Mrs. Martha Anderson who at the present time is on leave of absence.

Larry Dunham, a February graduate of the University of Missouri College of Education, is now teaching English in the St. Clair Highschool. Dunham attended Joplin Junior College before going to M.U.

Vincent Wright, principal of Doniphan grade school, has revealed the recent conversion of the first floor of the old elementary school building into a play room for use of the children during bad weather. The cost of remodeling the structure was paid by the Doniphan P.T.A.

Robert M. Miller, representative for the Iroquois Publishing Company during the past five years, resigned January 15 to begin work with the J. B. Lippincott Book Company. Mr. Miller, who will continue to live in Columbia, will have for his territory all of the state of Missouri except Kansas City and about 20 surrounding counties. Mr. R. W. Townsend, for many years a representative of the J. B. Lippincott Co. in this state, will continue to work this territory.

Leemon N. Kinder, in his second year as superintendent of schools at Holland, was employed recently for another two year term by the Board of Education.

Ellis M. Thurman, teacher of music in the Republic schools for the past 17½ years, has resigned to accept a position as music instructor in the

Springfield system at the H. P. Study school.

Robert Clark, who recently returned from service in Korea, has been named to succeed Mr. Thurman in the Republic schools as music teacher. Before Mr. Clark entered the service he had taught at Neosho, Webb City and Ozark.

Jean Pollard, former home economics teacher in the Hannibal highschool, resigned her position when she became the wife of Mr. Thomas Harper. Mr. and Mrs. Harper are making their home in Santa Ana, Calif.

Marcia Crosby, who completed the work for her bachelors degree at the University of Missouri at the close of the first semester this year, has accepted the position as home economics teacher in Hannibal which was formerly held by Mrs. Harper.

Donald Stamps, eighth grade teacher in the Lockwood public schools for the past three years, is now serving as elementary supervisor for the town elementary school and the four rural schools in the district.

J. E. Kuklenski, superintendent Lockwood R-1 District, has announced that this system adopted a sick leave policy for teachers this year. The plan allows four days a year sick leave for each member of the staff. The board of education has also adopted a policy in regard to rebates as recommended by the Missouri Association of School Administrators.

Mr. and Mrs. W. J. Karraker have resigned from the faculty at Central Missouri State College to accept positions at Texas Wesleyan College, Ft. Worth, Texas. Dr. Mary E. Karraker

was a temporary instructor in the speech department and Dr. Karraker was associate professor of education.

Mrs. Madeline Schneck, of Mexico, has been employed as fourth grade teacher at Eugene Field school to replace Mrs. Carey Lindsey who resigned at the end of the first semester.

Donald M. Cox, principal of the Cameron highschool since 1946, has resigned to accept an appointment in the Vocational Rehabilitation Division of the State Department of Education. Mr. Cox will begin his duties March 1 and will continue his residence in Cameron since he will work in the St. Joseph area.

John R. Lewis, counselor in the Lamar school system, resigned at the end of the first semester to accept a position in the personnel department of Montgomery Ward in Kansas City.

Frank Arnold, teacher of the sixth grade in the Lamar elementary school, has accepted a position in the production department of the RPM Manufacturing Company in Lamar.

John R. Tomlinson, principal of an elementary school in Independence, Kan., has been elected by the Lamar board of education to replace Mr. Frank Arnold, sixth grade teacher in the Lamar elementary school.

Charles Caywood, a recent graduate of the Kansas State Teachers College, Pittsburg, has been employed to teach art and social studies in the Lamar highschool.

Mrs. Mayo Jones, a teacher of Spanish on the faculty of the Kansas State Teachers College, has accepted a position to teach English and Spanish in the Lamar highschool.



The boys take over the kitchen for one of the home economics class periods at Mt. Moriah Highschool and they do right well too. These junior and senior chefs recently went to work with skillet and bowl and whipped up a five-course luncheon to serve to county election board members. Mrs. Anna Cantlon, left, is their instructor.

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7	Paths and Pathfinders			You're Growing Up	Science Problems 1	Study Arithmetics 7
6	People and Progress			You and Others	Discovering Our World 3	Study Arithmetics 6
5	Days and Deeds			You	Discovering Our World 2	Study Arithmetics 5
4	Times and Places	Thorndike-Barnhart Beginning Dictionary DICTIONARIES	Cross-Country (Geography)	The Girl Next Door	Discovering Our World 1	Study Arithmetics 4
3	Tall Tales The New More Streets and Roads The New Streets and Roads	We Talk, Spell, and Write 3/2 We Talk, Spell, and Write 3/1	New Centerville	Five in the Family	How Do We Know?	Study Arithmetics 3
2	What Next? The New More Friends and Neighbors The New Friends and Neighbors	We Talk, Spell, and Write 2/2 We Talk, Spell, and Write 2/1	Someday Soon Hello, David	Three Friends	All Around Us	Numbers in Action
	We Three The New Our New Friends The New Fun with Dick and Jane Guess Who The New We Come and Go The New We Work and Play The New We Look and See The New Before We Read We Read More Pictures We Read Pictures	We Talk, Spell, and Write 1/2 We Talk, Spell, and Write 1/1	Peter's Family Tom and Susan	Good Times with Our Friends Happy Days with Our Friends Look and Learn		Numbers We See
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Elementary Principals To Meet in Columbia April 10 and 11

PRINCIPALS will consider "Vitalizing the Role of the Elementary School Principal" at the annual spring conference of the Department of Elementary School Principals April 10-11 at the University of Missouri in Columbia, according to President A. M. Renison.

A business meeting, discussion

groups on the principal's obligations and responsibilities, and a report on the progress of school legislation by Everett Keith, executive secretary of the MSTA, are scheduled for the first day of the conference.

A panel summary of discussion group talks will be given at the final session of the conference, Saturday, April 11, and election of Department officers will be held at a noon luncheon at the University's Memorial Student Union.

The conference will open at 9 a.m. April 10 with a general business meeting in the University Laboratory School Auditorium. At 10:45 the first general session will follow and will include Mr. Keith's progress report, a report on the state program of education, and a statement of the responsibilities of the elementary principal.

Afternoon discussion groups are planned on the principal's obligation to the beginning teacher, his responsibility to work with teacher training institutions, his responsibility for guidance, and his responsibility for formation of school policy. Other groups will discuss the new Missouri State Course of Study and professionalization of the elementary principalship.

A dinner meeting at the Student Union and a fellowship hour at the MSTA Headquarters Building will complete the first day activity.

National Art Group to Hold Convention April 6-11 in St. Louis

More than 1,800 art enthusiasts and educators are expected to gather April 6-11 in St. Louis for the second biennial convention of the National Art Education Association.

The convention will give Missouri educators an excellent opportunity to hear some of the country's leading authorities on art education and to participate in a series of workshops and discussions.

Among the more noted speakers who will address the convention are Thornton Wilder, well-known author; Thomas Hopkins, professor of education, Teachers College, Columbia University; James Hymes, professor of education, George Peabody College; Harold Taylor, president, Sarah Lawrence College; and Helen Parkhurst, director of "Child's World," American Broadcasting Company.

Another feature of the five-day program will be the premier showing of the exhibit, "Towards Understanding," prepared for the International Red Cross in Toronto in July, 1952. Art demonstrations by outstanding American craftsmen will be given and displays at the convention headquarters in the Jefferson Hotel will carry out the theme, "Art and Human Values."

Two Missouri members of the national association are doing much work to help make this St. Louis conference a success. J. B. Smith, Kansas City

1953 Publications!

January—a new High School General Science

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- Written in informal style with easy vocabulary and simple sentences.
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- Completely rewritten, redesigned, and brought up to date.
- Informal approach without sacrifice of scientific accuracy.
- Organized in 10 units with short chapters; summaries, projects, questions, and problems at chapter ends.
- Unusual teaching flexibility permits adaptation to local or class interests.
- A complete unit devoted to radioactivity and atomic energy.
- Emphasizes the almost limitless applications of chemistry in our modern civilization.

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Art Institute director, is publicity chairman for the program, and Miss Rosmary Beymer, of the Kansas City Public Schools, is Western Arts chairman.

Miss Beymer also is chairman of one of the convention's general sessions and is chairman of the Association's International School of Art committee. She also is chairman of the committee handling arrangements for the NAEA's luncheon April 10.

Social Studies Council Meets March 27-28

The annual spring meeting of the Missouri Council for the Social Studies will be held March 27-28 in Columbia. The theme of the conference this year is "Academic Freedom."

A banquet is scheduled for Friday, March 27, at 6 p.m. in the Student Union Building of the University of Missouri. Price of tickets is \$2. For reservations send a check to J. A. Burkhart, Stephens College, Columbia, by March 15.

Panel discussions on Saturday morning, March 28, will include the following: "Teaching Controversial Issues," Maynard Redfield, St. Louis, Chairman. "Censorship of Textbooks," James P. Lowe, Trenton, Chairman. "Teaching About the United Nations

and its Agencies," James Hartley, Independence, Chairman.

A luncheon will be given March 28 at 12:15 in the Student Union Building, University of Missouri. Tickets are \$1.75 each and are available through J. A. Burkhart, Stephens College, Columbia, before March 15.

Special Education Teachers to Meet

Missouri's teachers of special education and others interested in exceptional children are invited to attend a conference to be held at the Missouri School for the Deaf in Fulton March 27-28.

The program will feature a talk on Friday evening by Harley Z. Wooden

of Washington, D. C., executive secretary of the International Council for Exceptional Children, an organization affiliated with the National Education Association. Also planned is an all-day program on March 28 including a demonstration and tour at the School for the Deaf in the morning and group meetings and a panel discussion for speech therapists and teachers of the mentally retarded in the afternoon.

This meeting is under the joint sponsorship of the Missouri School for the Deaf, the Section of Special Education of the State Department of Education, and the University of Missouri Speech and Hearing Clinic. Further information may be obtained from Richard Dabney, director of the Section of Special Education, Jefferson City.

OFFICIAL BUDGET ESTIMATE FOR SCHOOLS

For the 1953-55 biennium public schools are expected to receive as 1/3 of the general revenue \$82,380,493 according to the official budget estimate. During the 1951-53 biennium the state school fund, including the additional appropriation of \$7,000,000, totaled approximately \$94,000,000. For schools to receive the same next biennium as this, an appropriation of \$11,619,507 above the 1/3 would be required if the budget estimate be correct.

If the state revenue be reduced \$20,000,000 a year by exempting food from the 2 per cent sales tax, an additional \$13,333,333 for the biennium would be required to replace school funds lost from the 1/3. The additional appropriation for schools should be made when the 1/3 is appropriated instead of waiting for the Omnibus Bill.

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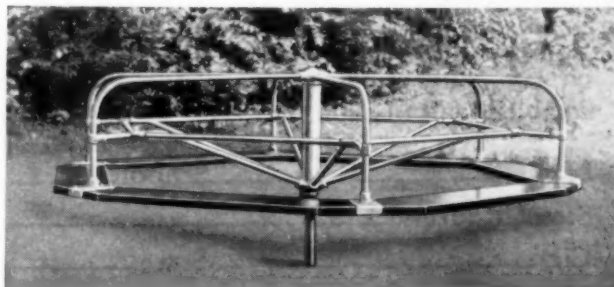
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CONSTRUCT GYMNASIUM

The Cowgill School has begun construction of a new gymnasium costing \$35,000 which is scheduled for completion by September.

TO APPOINT STATE SUPERINTENDENT

The citizens voted at the last general election in the state of Nebraska a constitutional amendment that makes possible the appointment of a state superintendent of schools by a state board of education. In the past the state superintendent has been elected on a partisan ballot.

TO CONSTRUCT VOCATIONAL BUILDING

The Mound City District recently voted \$75,000 in bonds to be used for building a new vocational building. The building, according to Supt. Marvin Porter, will consist of a complete home economics unit, a farm shop and an agriculture classroom.

Work will start on the building this spring and it is expected to be ready for use next September.

PATTONSBURG HOST TO MUSIC FESTIVAL MARCH 19-20

The annual Daviess County High-school Festival will be held at Pattonsburg March 19-20, according to county superintendent Ernest C. McNitt. Vocal and instrumental numbers climaxed with a county-wide chorus and band are on the program.

The chorus usually numbers 300 participants and the band 150.

The Elementary School Festival will be held at Winston on April 16.

HARRISON COUNTY MUSIC FESTIVAL

A music festival for Harrison County will be held on March 20 in the New Hampton school.

Sponsors of the festival, which will be devoted to a mass production of music by students and teachers of the county, hope that the affair will become an annual one.

The day will be spent in rehearsing and the program produced will be given during the evening session. It will include band selections, mixed chorus and vocal numbers.

PLANS STUDENT UNION BUILDING

William Jewell College officials have announced plans for launching an all-Clay County campaign for funds to help erect a student union building on the school's campus, according to Lewis B. Daugherty, the general chairman of the drive.

"A student union building is something for the use of every student," Daugherty said, "and for every activity on campus. Most other good colleges have now provided their students with a student building."

ST. LOUIS COUNTY TEACHERS MEET MARCH 20

The annual meeting of the St. Louis County District Teachers Association will be held March 20 at the University City Highschool, according to Miss Mamie Reed, president of the district.

The theme for the meeting will be "Education's Obligation to American Traditions in Times of Tension."

Featured at the meeting will be various educational exhibits staffed by competent representatives in many fields.

MEET IN KANSAS CITY

A joint Midwest Regional Conference on Administrative Leadership Serving Community Schools and on Rural Life and Education will be held April 12-14 at the Municipal Auditorium in Kansas City.

Theme for the meeting of these two educational organizations will be "Teamwork for Better Schools." The eight-state regional conference will get underway April 12 with a Sunday evening vesper service. Speakers and discussion sessions will continue through April 14.

LOCKWOOD MAKES IMPROVEMENTS

The Lockwood R-1 District of Dade County recently occupied a two-room addition to the town elementary education unit.

A four-room tilt-up concrete elementary school is under construction at Sylvania in the northern part of the district. These two improvements were built with a cost of approximately \$76,000.

New teachers in the Lockwood District this year include: Verna Mae Miller, vocational home economics; Willard Gulley, highschool music supervisor; Mrs. Harlan Wehrman, commerce; and the following elementary teachers: Mabel Franklin, Elizabeth Hruza, Lily Bennett, Gladys Adamson, Virginia Mabee, and Lola Day.

LEGISLATION

(From Page 24)

A similar proposal, *Senate Bill 47*, exempting food but not meals from the sales tax, introduced by Senators Garten and Madison, is also in the Ways and Means Committee.

Senate Bills Nos. 111 and 112, introduced by Senators Gibson, Keating, Madison and Wilkerson, permits the Kansas City school district, when authorized by voters in bond election, to build branch library building.

The Citizens Commission's proposals have not yet been introduced.

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FARMINGTON HIGH SCHOOL SETS UP FTA GROUP

A Future Teachers of America chapter has been organized in the Farmington Highschool. This chapter is one of a very few FTA highschool organizations in the state.

The new chapter has been named the C. R. Bell Club in honor of Farmington superintendent, Clifton R. Bell. Miss Leilah Rickus is advisor of the group.

Present officers are: President, Gretchen Karsh; vice-president, Bar-

bara Shinn; secretary, Shirley Woods; treasurer, Marjorie Best; librarian, Betty Ratliff; historian, Dianna Farnham; parliamentarian, Mary Ann Feenoz; and song leader, Elaine Jones.

Membership now is 10 and the chapter meets monthly.

GIRL SCOUTS OFFER COUNSELING JOBS

Teachers can enjoy a "vacation-with-pay" this summer in Missouri, Kansas, Iowa, Nebraska, Colorado or Wyoming if they take advantage of some of the summer job opportunities offered by 34 Girl Scout camps in this area.

Available positions include camp directors, unit counselors, waterfront staff, food supervisors, health supervisors, business managers, and consultants in music, dramatics, campcraft, arts and crafts, nature, horseback riding and pioneering.

The new Girl Scout directory of the Covered Wagon Region includes information on job applications and descriptions of the region's camps. Copies are available from Girl Scouts of the USA, National Branch Office, 4550 Main Street, Kansas City 2, Missouri.

Business Teachers To Columbia March 21

The annual spring workshop of the Business Education Division of the MSTA will be held in Columbia, beginning at 9 a.m., March 21. Dr. D. D. Lessenberry of the University of Pittsburgh will be the luncheon speaker.

In addition to Dr. Lessenberry, a workshop group will be conducted by Welborne Moise, personnel director of Ralston Purina Mills of St. Louis, who will stress "What the School Can Do to Promote Better Public Relations with Industry." Arch Wrisinger, of Ruskin Highschool, and Albert Feldhoff, of the Illmo-Fornfelt Highschool, will have an interesting exhibit and demonstration on the "Publication of a School Newspaper."

Two recent graduates of the University of Missouri, Nella King, of the Warrenton Highschool, and Bob Rautenstruach, of Winfield Highschool, will conduct a discussion on "The Business Teacher and the School Activities Program."

Luncheon will be served in the Student Union. Reservations will be required and should be sent to Miss Mary Jane Lang, 212 Education Building, University of Missouri, Columbia, Mo., with a remittance of \$1.35.

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Start Building Recreational Hall



Work has begun on the construction of the recreational building at Bunker Hill Ranch Resort. The artist's sketch above will give members an idea of how the building will look when it is completed.

CONSTRUCTION has been started on the recreational hall at Bunker Hill Ranch Resort.

With approximately one-half of the funds in sight, the educational and recreational center committee has authorized the starting of this project which will add a great deal to the facilities of Bunker Hill Ranch Resort.

One of the most recent contributions to be added to the fund to help defray the expenses of building the recreational hall is \$911.40 contributed by the St. Louis District Teachers Association. The Association was recently notified by Miss Marie Hoffman, president of the St. Louis District, that the \$911.40 has been set aside for this purpose.

It will be recalled that the Central Missouri District Teachers Association last October gave \$750 toward this building program and on November 6 the Kansas City Cooperative Council added \$749 toward the fund.

The committee is proceeding with the building of the recreational hall on the faith that other district associations and community associations will make additional funds available to complete the job.

It is planned to finish the construction of the two-story hall in time to make it available for those who visit the resort during the coming vacation period.

The ground floor of the new building will have a manager's office, lounge, recreation room and two rest rooms. The second story will be used for an assembly room and display space for items that belonged to Mr. E. T. Behrens, the donor of the resort. The assembly hall will be large enough to seat approximately 250 persons. It will provide an admirable service in taking care of committee meetings and workshops.

PLACEMENT OFFICERS ATTEND NATIONAL MEET

Six Missouri placement officers from state colleges and universities attended a three-day convention of the National Institutional Teacher Placement Association in Chicago during December.

They were: Miss Hattie Eicholtz, Southeast Missouri State College; Mrs. Hazel Ponder, Southwest Missouri State College; Dr. L. A. Eubank, University of Missouri; Ira Gladfelter, Central Missouri State College; Eli Mittler, Northeast Missouri State College; and Leo Eason, Washington University.

Placement officers from the University of Missouri and the state colleges met again Jan. 6 at a conference in Jefferson City.

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BENSON ANNEXES TO SMITHVILLE

Benson rural school near Smithville is the latest school to annex to the Smithville district bringing to six the number of rural schools that have recently joined the Smithville system.

At a recent meeting of the board, H. D. Williams was re-elected superintendent of schools at Smithville.

Teachers new to the system this year are as follows: Mrs. Nell Williams and Mary Jo Winn, first grade; Mrs. Perry Winn, third grade; Nova C. Walker, fourth grade; Mrs. Ralph Fry, fifth grade; Lola Bell Dunn, music.

YOURS FOR THE ASKING!

Advertisers in School and Community prefer to send their booklets and other material directly to teachers and administrators. If intended for use by children, the list will so indicate, but it should be ordered by the teacher. If time is important, write directly to the advertisers. The coupon below is for your convenience in ordering several items.

64a Shaw Finger-Print Booklet. Sixteen pages of instructions and ideas for using this fascinating medium. Many illustrations which show how a child or an adult can enjoy this simple medium for free artistic expression. (Binney & Smith)

65a On the Track—new edition of an illustrated guide to the nature, avail-

ability and source of free teaching aids on railroad transportation. Describes materials for all grade levels and most subject matter areas. One free copy per teacher. (Association of American Railroads)

20a Wayside Wonders along America's Highways, Wall mural 8 feet wide. In full color. Shows the most interesting spots along the highways. Includes an 8-page booklet "How to See America," which gives the historical background of bus travel and how to take a bus trip. Contains good, practical material for the seasoned traveler, as well as for the novice. The booklet also includes one page of study outline on bus travel. (Greyhound Lines)

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22a The Coordinated Classroom is an illustrated, 48-page report covering every phase of seating, lighting, and decoration problems in the classroom and their effect on children's posture, vision and general welfare. (American Seating Company)

66a New Booklets to help teach menstrual hygiene. Indicate number desired for each group. 1. Growing UP and Liking It. A booklet for teen-age girls. 2. Sally and Mary and Kate Wondered. A booklet for pre-adolescents. 3. It's Much Easier When You Know. A booklet for fully matured girls. (Personal Products Corporation)

62a How to Apply for a Summer Job—contains information on the proper procedures to use in applying for summer employment in such organizations as hotels, summer camps, national parks, steamship lines, resorts, ranches and industrial firms. One copy to a teacher. Will also indicate where and how list of these firms may be obtained. (National Directory Service)

67a. Articles on teaching methods in reading. Teachers Service Publications Nos. 1-3. Reprints of recent articles by Nila Banton Smith. Titles of articles: "Historical Turning Points in the Teaching of Reading," "Utilizing Opportunities in the Entire Curriculum," "Helpful Books to Use with Retarded Readers." (Silver Burdett Company)

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68a **Teaching with The Tachistoscope**—a 20-page manual explaining what the tachistoscope is; what can be expected of it; when it can be used; and the equipment needed. Also included are complete instructions for using in the areas of reading, spelling and arithmetic. (Society for Visual Education)

55a **Utilization Listing and Where-to-Use Guide** lists more than 600 Encyclopedia Britannica Films. Arranged to show suitability of each film according to grade levels and subject areas.

70a **Six-piece packet of literature** about fun and travel in Colorado. A four-color highway map folder, a new 54-page four-color "Colorado Invites You" tour booklet, an 8-page Events booklet for 1953, guide and rate books from Colorado Dude Ranch Assn., Colorado Hotel Assn. and Colorado Motor Court Assn. (Colorado Department of Public Relations)

72a **An Invitation to Experiment with Freedom of Choice.** An 8-page illustrated brochure. Describes an exciting and timely experimental unit for intermediate and junior high school social studies classes. Emphasizes significance of individual freedom in America. (General Mills, Inc.)

63a **Schools Build Citizens Today** ... A unit of material including a 32-page, illustrated teacher's activity booklet and 4 teaching wall charts, 25"X38", in color. An action program in good citizenship developed around the following themes: Lower elementary, **Learning American Ways**; upper elementary, **A Good Citizen Knows His State and its Place in the Nation**; junior high school, **Foundations of Our Freedoms**, senior high school, **Maintaining and Building a Strong America**. Content and teaching units have been developed "by teachers for teachers" and are carefully graded for each learning level. (Minnesota Mining & Manufacturing Company)

73a **Exchange Your Home for the Summer.** A device for families to exchange living accommodations for the summer which will offer an opportunity for summer study and vacation pleasures in a Long Island Village located within 40 minutes of New York City. College catalog upon request. (Adelphi College)

13a **New Film Catalog for 1952-53** lists and describes more than 1,000 16mm sound films of practically all educational producers. Cross-indexed by title and subject matter and shows grade level suitability. (Ray Swank-Distributor)

76a **What Every Teacher Wants to Know about Goals in Spelling.** A 13-page descriptive booklet showing the improved instructional material designed to develop spelling of all words—not merely those in the basic list. (Webster Publishing Company)

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Have the pebbles scrubbed nice and clean. Use India ink with a small paint brush.

Suggest the children keep their outlines simple, as this is very important for good results. The shape of the pebble will be the artist's source of inspiration.

Smooth pebbles are easier to paint upon than rough ones, although rough pebbles make nice lively-looking lambs, pineapples and log cabins.

This project can be used for any age group.

For ages where projects need a practical application, these painted pebbles make novel paperweights, invitations, place cards, or desk and table ornaments. If light in weight, they could be glued to pin and earring backs for costume jewelry.

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It is a big, sturdy book, bound to withstand the hardest school and library use, with the finest quality of paper, and printed in large, readable type. In the 574 pages will be found the poems called for in the State Courses of Study, and in addition those poems teachers and children have requested, as revealed by two national studies made by Columbia University of New York City. This remarkable collection of poems printed in full in this book will meet the needs of all schools—those using the present State Courses of Study, the Revised Courses of Study, or those schools that use local or no courses of study.

The teacher that has this one inexpensive volume on her desk will not have to search through 50 or 100 books in order to find the desired poem.

Recommended Poems for Missouri Elementary Grades is listed at only \$5 per copy, less school and library discount. Order now from Pupils Reading Circle, State Teachers Association, Columbia, Missouri, or direct from the publisher.

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Recommended Prose Readings for Missouri's Elementary Grades, By Forrest E. Wolverton.

This book contains all the stories needed to integrate literature with the social studies units as listed in the State Elementary Courses of Study. This will end the time-consuming search by the busy teacher for stories to be read as the units are being studied.

Missouri Writers, By Forrest E. Wolverton and Elijah J. Jacobs.

The broad sweep of Missouri's literature, from its remote beginning down to 1952, is competently and sympathetically treated by the authors. It is a source book of reference material for all grades and will serve adequately as a textbook for a high school course in Missouri literature. The book also contains material and a suggested program for proper observance of Missouri Writers Day—which is required by state law of all public schools in the State.

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DEATHS

MRS. ELIZABETH BALTZ

Mrs. Elizabeth Baltz, wife of Varus Baltz, vocational agriculture teacher in the Cabool highschool, died recently.

Mrs. Baltz was a former teacher of the fifth grade in one of the elementary schools in Cabool.

DAVID TODD STUMP

David Todd Stump, 64, a former member of the faculty at Cottey College, died recently at Hannibal.

Mr. Stump was an instructor of violin for seven years at Cottey and a long-time resident of Nevada, Mo.

MRS. IDA MARIE O'HANLON

Mrs. Ida Marie O'Hanlon, 37, a teacher in the Potosi public schools, died at her home near Potosi on January 6 after several months illness.

Mrs. O'Hanlon, who taught the past 4 years in Potosi, taught at several other schools in Washington County the past 12 years.

MISS NAOMI POTT

Miss Naomi Pott, highschool teacher in the Cape Girardeau public schools for the past 31 years, died January 21.

Last fall, Miss Pott was honored by receiving a Ford Foundation Fellowship. She was scheduled to have continued her study under this fellowship in California later this year.

Miss Pott served for several years as a member of the executive committee of the Missouri State Teachers Association and was vice-president of the Southeast Missouri Teachers Association.

HENRY M. AULSBURY

Henry M. Aulsbury, 78, well-known Southeast Missouri educator, died recently at a hospital in Russellville, Ark.

Aulsbury, a native of Bollinger County, began teaching in rural schools while a young man and rose to the superintendency of school systems at Perryville, Bloomfield, Campbell, Oran and Eminence. He also at one time was county superintendent of Madison County.

He attended Will Mayfield College in Marble Hill, Marvin College at Fredericktown, Southeast Missouri State, and the University of Missouri.

MISS KATE E. SKINNER

Miss Kate E. Skinner, a noted educator in the elementary field, died Dec. 30 at her Ames, Ia., home after an illness of three months.

Miss Skinner was well known in Missouri for her work in elementary reading and arithmetic. She was affiliated since 1936 with Ginn and Company of Chicago as an elementary consultant and her service work in arith-

metic and reading through use of the workshop was probably her greatest contribution to education.

Miss Skinner received her bachelor's degree from Cornell (Ia.) College and did her graduate work at the University of Iowa. She began her teaching career as highschool instructor and later superintendent of schools at Luverne, Ia. She also was elementary principal and supervisor at Ft. Dodge, Iowa.

WILLIAM HUGO LEMMEL

Dr. William Hugo Lemmel, Baltimore's 56 year old superintendent of schools, died January 29.

Superintendent Lemmel began his professional career in Elsinore, Mo. After serving in the schools of Iowa for 10 years, he returned to Missouri as superintendent at Caruthersville. He subsequently served in the head posts of the schools in Flat River, Mo., Quincy, Ill., and Wilmington, Del.

He was a graduate of Southeast State College and served as president of the Missouri Association of School Administrators and president of the Southeast Missouri Teachers Association.

Dr. Lemmel collapsed while pleading with a legislative committee of the state of Maryland for higher pay for teachers.

HIGHSCHOOL BURGLARIZED

The Maryville Highschool suffered nearly a \$2,400 burglary loss during December. It was the sixth school break-in in Nodaway County in the last 2½ years.

Science equipment valued at \$1,000 and musical instruments worth \$1,385 were taken by a burglar or burglars while the school was closed for the weekend.

SCHOOL BOARD ASS'N ELECTS OFFICERS

Some members of the Missouri Association of School Boards held a meeting in Columbia on January 16 to discuss the future of the organization and elect new officers.

Officers elected were: President, Roger A. Bailey, Sikeston; vice-president, Mrs. Paul Knepper, St. Joseph; executive committee: Ira. M. Mounts, Windsor; George A. Kircher, Clayton; and E. A. Martin, Springfield.

The functions of a state school board organization were discussed by the executive secretary of the National Association of School Boards, Edward Tuttle. He pointed out among other activities the necessity of the organization having a full-time executive secretary and the possibility of issuing a bulletin to the members of the association.

It is hoped that Missouri will soon develop a dynamic school board association. It could be of great service in working to improve the education program of the state.

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3. Study chair should be high enough to place the eye position about 14 inches above the desk top.
4. Choose the proper lamp for the seeing job. Wall pin-up lamps are popular with students of all ages, and provide even light over the entire desk. Use 100-watt bulbs and diffusing bowls. Avoid shades that are too dark or too bright. Over-all room lighting should be used to avoid bright light and shadows in the study area.

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BEN BEESON HEADS TEXTBOOK ASSOCIATION

Ben Beeson, Clayton, was chosen president of the Missouri Textbook Men's Association in an election in January in Columbia.

Other new officers are: Honorary president, Roy Townsend, Kansas City; first vice-president, Forrest Moore, Springfield; second vice-president, James Tetrick, Springfield; secretary-treasurer, Don Chaney, Columbia; and member of the executive committee, Hubert Gramstad, Glendale.

Gramstad is the retiring president of the association.

OUTLINE DEFENSE PLAN

A civil defense plan for Missouri schools has been outlined in a new booklet being offered by the State Department of Education, according to Hubert Wheeler, commissioner of education.

The publication represents the composite thinking of members of an advisory committee which tried to determine the role that schools in Missouri can and should play in civil defense. The pamphlet, entitled "Missouri Schools and Civil Defense," gives general suggestions and recommendations which can be adapted to particular local situations.

RURAL SCHOOL DESTROYED BY FIRE

Thirty-three pupils of the Washington rural school near Excelsior Springs, which was destroyed by fire Jan. 5, are attending classes in an old residence along Highway 92, according to Ralph Ballew, county superintendent.

The county board has voted to erect a new building to replace the destroyed two-story frame structure. The building and its contents were insured for \$4,000 and the board plans a special bond issue to erect a new building with a good basement which can be used as a classroom.

The loss of the building was complete, including records, books and supplies. Mrs. Marguerite Hutchings, Washington school teacher, is now conducting classes with new books and supplies secured through the superintendent's office.

BRENTWOOD VOTES SALARY INCREASE

The Board of Education of Brentwood recently voted a \$300 salary increase for all teachers and administrators throughout the system.

Based on a study of rising costs of living, the salary increase is being put into effect in two steps. All staff members will receive \$150 this year and an additional \$150 at the beginning of the next school year, making the \$300 total increase over the salary schedule in effect in September, 1952.

Teachers hired for the 1953-54 school year will begin at \$2850 for the bachelors degree and \$3050 for the masters

degree. Maximum salaries will be upped to \$4750 for teachers with the bachelors degree and \$4950 for those with the masters degree.

In addition to the base salary, seven teachers may be allowed up to seven years credit for teaching experience in other school systems of comparable size and quality.

ST. CLAIR SCHOOLS PLAN NEW BUILDING

The St. Clair School Board has purchased 20 acres of land for \$10,000 and as soon as finances are available, the Board will authorize the construction of a new highschool building.

Francis Huss, highschool principal, says the need for additional school facilities is critical at St. Clair. At the present time there are no facilities for highschool instruction in home economics or industrial arts, no vocational guidance program and no foreign language instruction.

Physical education instruction poses a problem too, Huss says, since the school gymnasium must be used by 704 highschool and elementary students.

Elementary school conditions also are critical and this year first grade pupils are attending classes in quarters provided by the First Baptist Church of St. Clair. A new highschool building will release use of the present building for the elementary grades.

SPEECH CLASS GROWS AT INDEPENDENCE SCHOOL

A new and growing course at the Independence junior highschool is speech, which is successfully preparing the 14-year-olds of junior high for the more advanced course offered at William Chrisman Highschool.

The course, according to Supt. L. G. Keith, was started three years ago with one class of 37 students. Now three classes provide speech activities for 92 junior high youngsters.

The course, which is taught by Miss Grace Rowe, helps students to talk according to the best rules and teaches them through pantomime how to control their bodies.

"When they can control their bodies," Miss Rowe says, "they can control fright."

Besides making speeches, the students get training in dramatics and radio speaking.

EXPLOSION DESTROYS NOVINGER SCHOOL

The two-story brick central school building at Novinger which was destroyed by an explosion and fire Jan. 5, will be rebuilt at an early date, according to Supt. Marvin Powell.

The Adair County school was constructed in 1928 and was valued at nearly \$200,000. Insurance covered 90 per cent of the valuation and a bond issue is planned to supplement the insurance in the construction of a new building.

Supt. Powell said the fire apparent-

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ly was caused by a boiler explosion. Volunteers managed to save some of the books and equipment in the first floor of the building, but nothing was salvaged from the second floor and records in the office of Prin. J. S. Cassidy were totally lost.

The school's 357 pupils have returned to classes in makeshift school rooms

provided by the town's churches and businessmen.

INCREASE SALARIES IN NORTHWEST MISSOURI

The median of all highschool teachers' salaries in 27 schools of six north-west Missouri counties is \$3,000 for the school year 1952-53, or \$275 more

than a year ago, according to N. D. Vogelgesang, superintendent of schools at Fairfax.

Supt. Vogelgesang conducted his annual survey of salaries in schools of Atchison, Holt, Nodaway, Andrew, Gentry, and Worth counties.

The study also showed a \$200 increase this year in the median salary for elementary teachers. This year it is \$2200 in the schools surveyed.

HOLT COUNTY PLANS MARCH MUSIC CLINIC

Students from Mound City, Craig, Maitland, Forest City, Bellevue and Oregon, Mo., will participate in the annual Holt County music clinic March 16 at Oregon highschool.

For the fifth straight year, William G. Altimairi, director of music in the Atchison, Kan., schools, will be guest conductor of the clinic band. Marvin Gench, director of music at St. Joseph Central highschool, will conduct the vocal clinic for the third straight year.

A massed band and chorus will present an evening program for the townspeople of Oregon.

FREE SQUARE DANCE WORKSHOP IN ST. LOUIS

Classroom teachers, physical education teachers, and recreation leaders in St. Louis and vicinity are cordially invited to participate in a Free Square Dance Workshop to be conducted by Ed Durlacher, nationally known caller and teacher. The Division of Physical Education and Recreation of the St. Louis Public Schools will sponsor the workshop through the courtesy of "Square Dance Associates," Freeport, New York.

The workshop will be held on Thursday and Friday, March 5 and 6, for four sessions. The late afternoon sessions will meet from 4:00 to 6:00 p.m., and the evening sessions from 8:00 to 10:00 p.m. All sessions will be held at Michael School auditorium, 4568 Forest Park Boulevard.

Mr. Durlacher will feature the use of an easy, progressive "Honor Your Partner" method of live calling, teaching, and programming Square and Couple Dances. He will also include hints on the teaching of rhythms to children.

In order to be assured of enrollment in the workshop it will be necessary to fill out and send in the following registration form:

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Miles G. Blim, an assistant dean of Kansas City Junior College for 15 years, has succeeded Arthur M. Swanson as dean of the Junior College. Blim took over his duties Jan. 23 when Swanson's retirement became effective.

Blim also has served the college as director of the school's evening division and summer session. He was vice-principal of Atchison, Kan., High-

school before joining the staff of the Kansas City junior college.

The newly-appointed dean received a Bachelor of Arts degree from the College of Emporia and a master's degree from the University of Kansas. He also has done graduate work at the University of Chicago, Colorado and Denver.

In making the appointment, the Kansas City Board of Education increased Blim's salary from \$627.50 to \$670 a month for an 11-month school year.

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**UNESCO ENHANCES
WORLD UNDERSTANDING,
COMMISSION SAYS**

American schoolchildren must have the opportunity to learn in schools about this country's policy of international cooperation through the United Nations and UNESCO.

This was one of the declarations of the Educational Policies Commission in its review of current educational matters entitled "The United Nations, UNESCO, and American Schools." Eighteen leading educators, including Miss Margaret Schowengerdt of Webster Groves Highschool, are appointed to the Commission by the NEA and the American Association of School Administrators.

The report underscores the need of young Americans for a knowledge of the history of mankind's struggle for peace. UNESCO, the report continues, helps to give American children and teachers access to information about the rest of the world and its relation to this struggle.

UNESCO also gives other nations a better basis for teaching accurately about the United States. The organization's prime goal is to enhance world understanding—not to promote world government—the report says.

**MVA DISCUSSES
LEGISLATION**

The Missouri Vocational Association Legislative Committee at a meeting in Columbia Jan. 3 approved a five-point education improvement plan which it will try to actuate during the ensuing school year.

Under consideration on the agenda were: (1) Federal legislation and appropriations for vocational education in Missouri, (2) state appropriations for vocational education, (3) miscellaneous state legislation, (4) citizen's commission report, and (5) legislation relative to adult education.

Dr. H. H. London, committee chairman, and Tracy E. Dale have been assigned the job of making a preliminary study of methods of presentation of data on vocational education to congressmen and senators.

Dale reported that \$92,626.50 has been included for vocational education in the budget recommended to the state legislature this year. This money would be used to expand the program of vocational education in the state, to meet deficiencies in federal allotments and to carry out work programs in the Vocational Education Service.

H. L. Bibb reported on "Private Trade Schools Operating in Missouri from 1944 through 1951." The committee decided that legislation should be enacted which would regulate and control the operation of private trade schools in the same manner that public trade schools are being regulated. The group will seek aid in initiating any legislation along this line from directors of the private institutions.

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"Discussion Guide for Teachers of English", a publication of the National Council of Teachers of English, will be a great aid in helping teachers develop discussion techniques.

The purpose of the pamphlet is to encourage direct participation of classroom teachers in the development of school policies and programs.

This 117-page guide is available through the National Council of Teachers of English, 211 West 68th St., Chicago 21, Ill. Price, \$1.

CTA STARTS BULLETIN IN WASHINGTON COUNTY

The Washington County Community Teachers Association has started publication of a bi-monthly bulletin to give professional information and current teaching trends to its members and patrons.

The first bulletin, which appeared in October, carried an editorial on the function and mission of the CTA written by John A. Evans, of Mineral Point School R-3, president of the Washington County organization. The bulletin also included poetry and stories submitted by teachers and their pupils as well as a listing of important school events in the county.

Roland Evans, assistant superintendent of District R-6 schools, Caledonia, Mo., contributed an article on education and community responsibility from the administrator's viewpoint, and another article explained the importance of Amendment No. 2.

The mimeographed bulletin is indeed a contribution to the teachers of the county.

STUDY PRESENTS SCHOOL PRACTICES

Teachers in elementary schools will be interested in an Office of Education study of elementary school practices recently published in pamphlet form under the title, "Schools at Work in 48 States."

The study was made over a period of 2½ years by nine members of the elementary school staff of the Office of Education. The bulletin which resulted from this study contains much valuable information which can help improve classroom teaching and bring closer relations between school and community.

"Schools at Work" presents many current practices in education now being used in school systems all around the country. Orientation, teaching, curriculum, administration and school-community relations all are presented in the light of the varying systems in several states.

The bulletin is available through the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price, 35 cents.

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ARITHMETIC

(From Page 12)

Tim: That one's cute. What's your name?

Divided By: My name's Divided By. Have you ever heard of me?

Children: (Showing disappointment.) We certainly have.

Wizard: Come now. It isn't his fault you don't like arithmetic. Let's have some more tricks. (Blows whistle and various exercises are done. The Wizard announces the first half of each exercise, while the Number elves complete each one. As many exercises as desired may be done.)

$3+9=12$ $2 \times 5=10$ $3+4=7$ $4 \times 2=8$
 $6 \times 2=12$ $5+3=8$ $5+6=11$ $2+7=9$
 $8+2=10$ $3 \times 4=12$ $4+5=9$ $3 \times 2=6$

Lionel: But those are easy examples. Those are just addition and multiplication. It's subtraction and division that are hard.

Wizard: Subtraction and division are hard because they are backward processes. Can you walk backwards?

Dorothy: I guess I could if I'd practice. (She tries, wavers, but gets better with practice.)

Wizard: There, that wasn't so bad. If you know very well how to go frontwards, it doesn't take long to learn how to go backwards. Now look at these backwards tricks.

(At the first whistle, a multiplication example is set up. At a double whistle, the division example is set up. It is suggested that the multiplication symbol and division symbol lock arms so they are back to back. When the multiplication example is set up the times sign faces the audience; when the division example is set up the multiplication and division symbols about face so the division symbol faces the audience. The addition and subtraction symbols do like wise. The Wizard announces each example. Either one or both of the division examples may be given.)

$3 \times 4=12$ $12 \div 3=4$ $12 \div 4=3$
 $8+3=11$ $11-3=8$ $11-8=3$

$2 \times 5=10$ $10 \div 2=5$ $10 \div 5=2$

Joe: Why that was all right!

Wizard: Do you want to help with the tricks?

Children: How can we?

Wizard: We'll leave off the answers and you bring the correct number to fill in the answer.

(He calls out the following examples. The Children, in turn, think a moment, then step out and bring the correct number by the hand to complete the example.)

$8-2$ $9-3$ $10-2$ $12-3$
 $12 \div 6$ $8 \div 2$ $6 \div 3$ $12 \div 4$

How about those examples?

Tim: They were fun. As long as you know the multiplication facts, division isn't hard at all.

(A sharp barking is heard off stage.)

Dorothy: Oh, that's my little dog Total. I guess he wants me to come home now. (She runs off stage, picks up the dog and brings him back on stage in her arms.)

Wizard: Do you think you can do your homework now?

Dorothy: Yes, I'm sure I can.

Joe: Good-bye, Wizard, and thank you.

Numbers & Symbols: Goodbye. Come again. (Wizard waves.)

Scene IV

(Dorothy is again seated at the table as in Scene I.)

Dorothy: Let's see, where was I? I'll have to work fast. Eighteen divided by 6... that's 3 because 3 times 6 is 18. The next one has bigger numbers, but I guess I can do it all right. Forty-five divided by 9 is 5 because 9 times 5 is 45 (etc.)

(Dorothy quickly writes numbers and is finished when Aunt Em and Uncle Henry enter from the kitchen.)

Uncle Henry: We had a lot of work to do in the kitchen or we would have come in to see if you needed any help.

Aunt Em: Did you get your examples all right?

Dorothy: Oh, yes, I've found out that numbers can be fun. I'm never going to be afraid of them again.

(The curtain closes.)

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School Support In Jeopardy

UNLESS some very straight thinking is done, the rug of financial support may be jerked from under our public school system of this state.

One of the most popular pastimes in Jefferson City these days seems to be preparing and introducing measures to cut taxes. We are just as eager as the next for tax relief, but first we want to know and be assured that services vital to our state and nation will not be jeopardized.

People should be told how the tax cut at the state level might affect taxes at the local level. Schools happen to be one of the enterprises that local political sub-divisions and the state work together jointly to support.

When a certain amount of money is needed for schools—for either the state or the local district to renege on its obligation means an immediate hardship on the other or the schools themselves and the children in turn will suffer.

The tax reduction proposal that is apparently getting the most support is the one to reduce the sales tax by \$20,000,000 per year. If this should prevail, schools would lose \$333 per teaching unit on the amount set aside for the one-third. More than half of the yearly \$3,500,000 supplementary appropriation came from the sales tax. The implication for schools seems very clear.

Here is the way the sales tax reduction would work. Schools would lose $\frac{1}{3}$ of \$20,000,000 or 6 $\frac{2}{3}$ millions per year or 13 $\frac{1}{3}$ millions for the biennium. Last biennium 7 million was appropriated above the traditional $\frac{1}{3}$. If the state yield of taxes (exclusive of proposed reduction) remains at the present level for the next two years for schools to get the support they had last biennium would take a supplementary appropriation of 13 $\frac{1}{3}$ millions plus 7 millions or 20 $\frac{1}{3}$ millions above the usual allotment of the $\frac{1}{3}$. Public schools received \$94,000,000 state support this biennium. The $\frac{1}{3}$ amounts to \$87,000,000 and the supplementary appropriation 7 million.

For Missouri to support its schools with an amount of money just equal to the average amount spent over the nation would take 10 $\frac{1}{2}$ million above the \$94,000,000 appropriated this biennium.

Missouri ranks 23rd in tax paying ability as

measured by per capita income but we rank 44th in per capita state tax. We are already an extremely low tax state. The people of 43 states pay more per capita tax than do Missourians.

Surely the facts about Missouri's critical school problems will cause fair-minded people to wonder why there is any delay in doing more for our schools in a financial way. School enrollment will increase during the coming two years by 49,000 pupils. Schools will need 1633 more teachers for this added enrollment. In terms of state aid based on the national average it means a need of \$3,910,000 more dollars per year to give an education to these children.

Since the first of July we have had about 2,000 teachers leave their positions in this state. Another 2,000 will leave before school closes. The big reason for this exodus is that the average salary of a teacher in Missouri is \$2,930. In the nation it is \$3,405.

Fewer and fewer college students are now entering preparatory courses to become teachers. Here are the figures from one of our state colleges: In 1950, 172; 1951 down to 122; and 1952 only 82. This is more than a 50 per cent drop. This is a startling but common pattern in institutions training teachers.

Missouri has 8,857 teachers now in classrooms with less than the usually accepted standard of 4 years of college education. Of last year's college graduates 1 of every 5 accepted a position in another state due to the low starting salary for Missouri teachers.

In the light of such honest evidence as this the Legislature surely has in mind to appropriate adequate funds for schools and other fundamental services of state government *first* and then reduce taxes as much as may be practical. If tax reduction proposals go through before our school appropriations are made, a serious and deadly blow could be dealt the school children of this state.

It would seem to make more sense to earmark the proposed \$20,000,000 of sales tax reduction funds for schools.

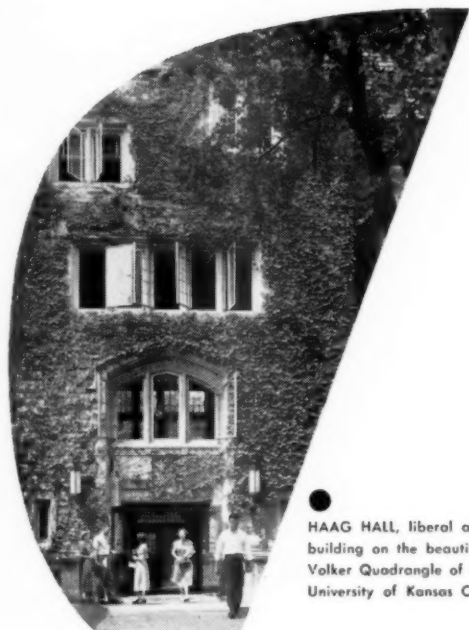
Parents and friends of the schools are not all aware of such facts as these. Members of the teaching profession must see that information pertinent to the welfare of school children reaches parents, board members, Representatives and Senators.

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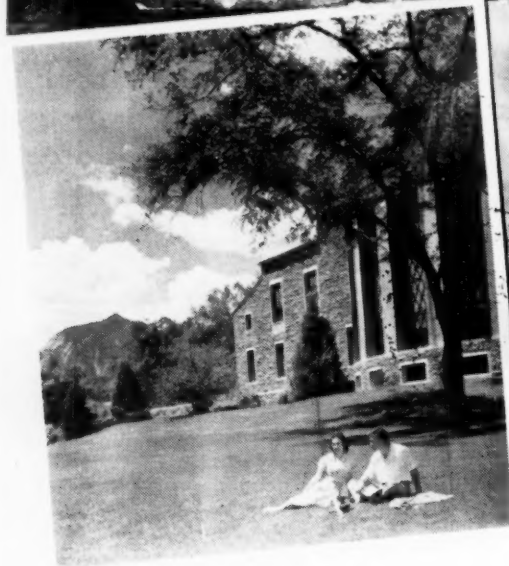
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